

Washington Association of School Administrators

Central Office Leadership Framework

Supporting the Professional Growth of Central
Office Leaders



CENTRAL OFFICE LEADERSHIP FRAMEWORK

TABLE OF CONTENTS

I. INTRODUCTION		1
II. FRAMEWORK CRITERIA		5
Criterion 1: Effective Leadership		6
• Framework Considerations	6	
• Rubrics	7	
Criterion 2: Quality Teaching and Learning Support		10
• Framework Considerations	10	
• Rubrics	11	
Criterion 3: System-wide Improvement		14
• Framework Considerations	14	
• Rubrics	15	
Criterion 4: Clear and Collaborative Relationships		18
• Framework Considerations	18	
• Rubrics	19	
APPENDIX		22
Appendix A: Professional Growth and Evaluation of School Personnel, RCW 28A.405.100	22	

NOTE: Current law for evaluating administrators does not require the use of this framework, the rubrics, or rating system (see Appendix A for RCW 28A.405.100 reference). However, this document may serve as guidance as districts begin to transition to a professional growth system for all educators.

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CENTRAL OFFICE LEADERSHIP FRAMEWORK

I. INTRODUCTION

The core of central office functions is ensuring student learning, and this document is intended to be used as a starting point for discussion and customizing. It is a framework that identifies the primary responsibilities of central office staff as pivotal partners within schools in the work to continually improve student learning.

The document was developed by a taskforce from the Washington Association of School Administrators (WASA), based on leadership categories identified in research from OSPI's *Characteristics of Improved School Districts: Categories and Themes* (Shannon, G.S., & Bylsma, P., October 2004). In creating rubrics for the central office leadership document, we used as a framework a most valuable tool from OSPI: *District Self-Assessment Handbook: Characteristics of Improved Districts—Performance Rubric Review* (OSPI, February 2011).

The format was chosen to be consistent with the tool, *Evaluating Principal Leadership in a Performance-Based School*, developed by the Association of Washington School Principals (AWSP), September 2010. The taskforce also drew ideas from the following:

- McREL's *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement* (Waters, J.T., & Marzano, R.J., September 2006)
- *Central Office Transformation for District-Wide Teaching and Learning Improvement* (Honig, M.I., Copland, M.A., Rainey, L., Lorton, J. A., & Newton, M., April 2010)
- *The New Central Office* (Novak, D., Reilly, M., & Williams, D., June 2010)

Implications for All Central Office Leadership Roles

This framework is designed to support a common vision for instructional leadership and professional growth. It emphasizes instructional leadership and does not encompass all evaluation criteria for non-instructional administrators in areas such as business, food service, and operations. However, every central office administrator, regardless of role, may be an instructional leader supporting quality teaching and learning; and the framework may be tailored for different districts and positions, serving as a catalyst for bringing clarity to roles. The framework supports a shift from central office departments working in silos, toward working together to develop assistance relationships with principals and schools. It allows central office leaders to engage in reciprocal accountability, collaboration, alignment of efforts with principals and teachers, and leading by example.

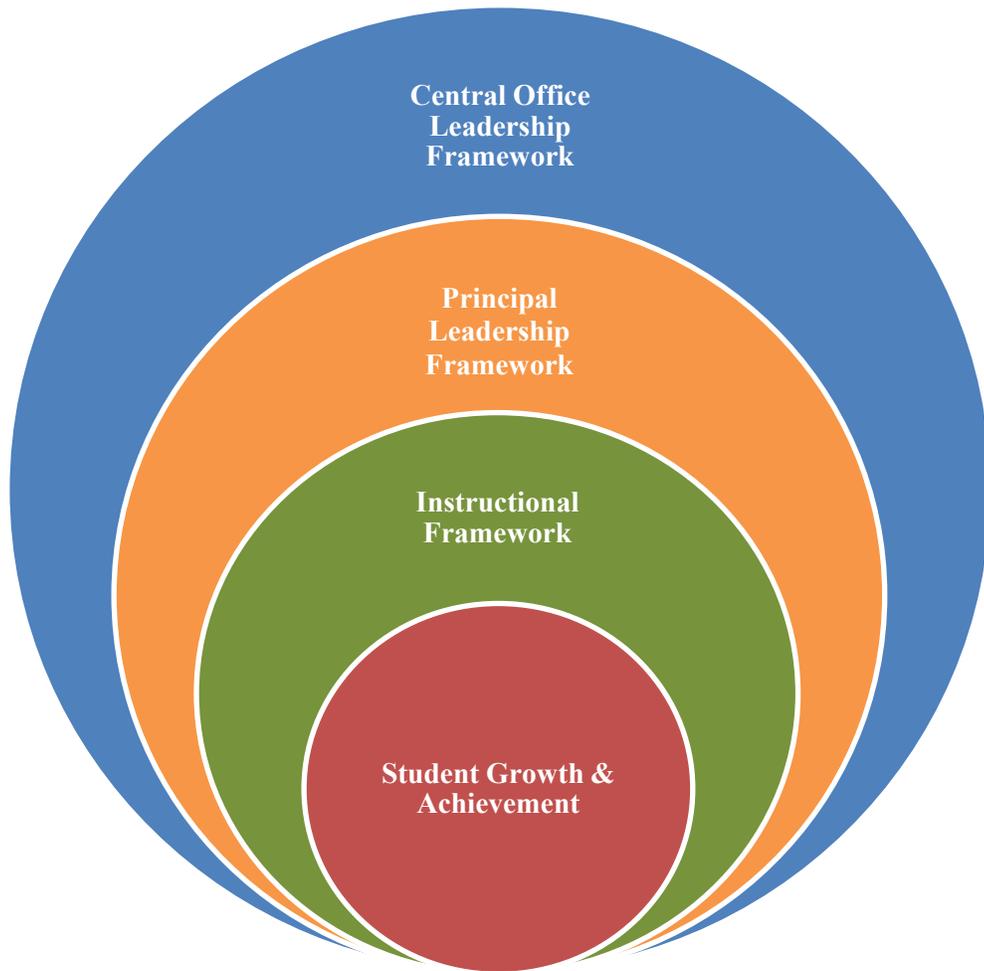
As districts consider the use of this document, leaders may want to address the following questions to determine how best to incorporate this framework in its overall staff development and assessment system:

- Are there different or additional examples of knowledge and skills that pertain to different central office roles?
- Are there different or additional examples of support to schools that pertain to different central office roles?
- Are there different or additional examples of evidence and measures that pertain to different central office roles or that are specific to our district?
- Are there skills that are a higher or lower priority depending upon the role of the central office administrator?
- Which skills are not on this list that our district feels should be?

These criterion examples were not meant as a checklist, but rather as a range of ways in which knowledge and skills, support to skills, and evidence and measures could be demonstrated. However, the examples set the context for evaluation performance of each criterion.

Framework Alignment for Student Achievement

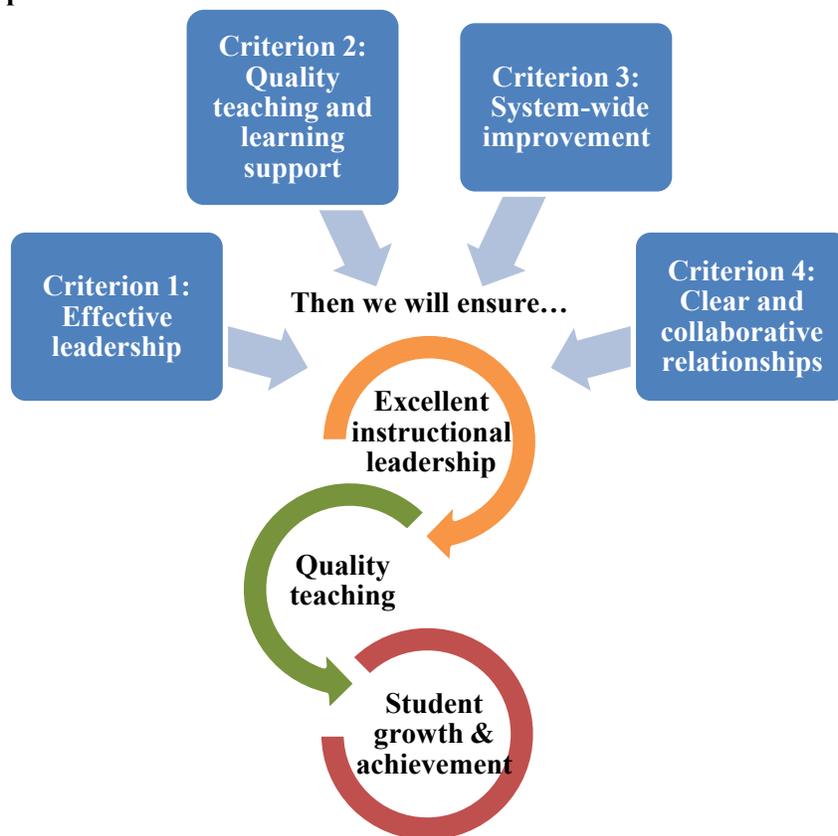
The Central Office Leadership Framework is intentionally aligned to the frameworks being adopted and used in districts throughout the state of Washington with student growth and achievement as the common goal for all of the frameworks. (Table 1)



THEORY OF ACTION

Our theory of action in creating and using the Central Office Leadership Framework centers on the belief that if districts provide and develop effective leaders equipped to ensure a focus on quality teaching and learning, supported by system-wide improvements with data and other resources, through clear and collaborative relationships within and outside of our systems, then central office leaders will support excellent instructional leaders and ensure quality teaching with high levels of student achievement. (Table 2)

If we develop...



II. FRAMEWORK CRITERIA*

Each criterion is further defined by themes referred to as elements in this document.

1. EFFECTIVE LEADERSHIP

- 1.1 Focus on Student Learning
- 1.2 Dynamic and Distributive Leadership
- 1.3 Sustained Improvement Efforts

2. QUALITY TEACHING AND LEARNING SUPPORT

- 2.1 Quality Classroom Instruction
- 2.2 Coordinated and Aligned Curriculum and Assessment
- 2.3 Coordinated and Job-Embedded Professional Development

3. SYSTEM-WIDE IMPROVEMENT

- 3.1 Effective Use of Data
- 3.2 Strategic Allocation of Resources
- 3.3 Policy and Program Coherence

4. CLEAR AND COLLABORATIVE RELATIONSHIPS

- 4.1 Professional Culture and Collaborative Relationships
- 4.2 Clear Understanding of School and District Roles and Responsibilities
- 4.3 Engaging the Community and Managing the External Environment

* Office of Superintendent of Public Instruction, *Characteristics of Improved Districts: Themes from Research*. Bylsma and Shannon, 2004

CENTRAL OFFICE LEADERSHIP FRAMEWORK FRAMEWORK CRITERIA				
	CRITERION 1 EFFECTIVE LEADERSHIP	CRITERION 2 QUALITY TEACHING AND LEARNING SUPPORT	CRITERION 3 SYSTEM-WIDE IMPROVEMENT	CRITERION 4 CLEAR AND COLLABORATIVE RELATIONSHIPS
Elements	1.1 Focus on Student Learning	2.1 Quality Classroom Instruction	3.1 Effective Use of Data	4.1 Professional Culture and Collaborative Relationships
	1.2 Dynamic and Distributive Leadership	2.2 Coordinated and Aligned Curriculum and Assessment	3.2 Strategic Allocation of Resources	4.2 Clear Understanding of School and District Roles and Responsibilities
	1.3 Sustained Improvement Efforts	2.3 Coordinated and Job-Embedded Professional Development	3.3 Policy and Program Coherence	4.3 Engaging the Community and Managing the External Environment



CRITERION 1
EFFECTIVE LEADERSHIP

Central Office administrators foster and promote a vision focused on student learning outcomes, implemented through dynamic leadership across the organization, which results in sustained student improvement efforts.

- 1.1 Focus on Student Learning
- 1.2 Dynamic Distributive Leadership
- 1.3 Sustaining Improvement Efforts

FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Measures
<p>Articulates the district’s shared vision/beliefs/values with a clear focus on student learning.</p> <p>Understands the primary responsibility of central office is to promote increased student achievement.</p> <p>Engages in courageous and challenging conversations and decisions.</p> <p>Develops the professional capacity of staff to serve as leaders.</p> <p>Models behaviors that are consistent with district vision, beliefs, and values.</p> <p>Holds self and staff responsible and accountable for maintaining high expectations and achieving learning goals.</p> <p>Understands the change process and perseveres for continuous improvement.</p> <p>Involves and facilitates staff from across the system to participate with shared leadership opportunities.</p>	<p>Participates and helps facilitate building leadership team meetings as needed.</p> <p>Visits schools and departments with a focus on improving practice.</p> <p>Practices reflective feedback with school leaders and teams.</p> <p>Facilitates experiences that create consensus and commitment to the district vision, beliefs, and values.</p> <p>Establishes processes for realigning priorities and practices.</p> <p>Removes barriers to assist building principals to focus improved instructional practice.</p>	<p>Improvement plans, meeting agendas, meeting minutes, and feedback.</p> <p>Reviews or summaries of improvement and professional development plans.</p> <p>Notes and records of decisions or results of coaching or planning conversations.</p> <p>Interviews with principals, teachers, staff, and other leaders.</p> <p>District and community documents depict vision of district.</p> <p>Reviews of staff evaluations.</p> <p>Evidence of removal of ineffective programs and practices or implementation of improvements.</p>

**CRITERION 1
EFFECTIVE LEADERSHIP**

RUBRIC

1.1 Focus on Student Learning

Leadership develops and sustains a commitment to the district's values, vision, and goals for high achievement for all students.

Unsatisfactory	Basic	Proficient	Distinguished
<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 that 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 non-negotiable performance targets.</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 the non-negotiable performance targets 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>

**CRITERION 1
EFFECTIVE LEADERSHIP**

RUBRIC

1.2 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.

Unsatisfactory	Basic	Proficient	Distinguished
<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>Provides 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>

**CRITERION 1
EFFECTIVE LEADERSHIP**

RUBRIC

1.3 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.

Unsatisfactory	Basic	Proficient	Distinguished
<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>Annually reviews improvement plans.</p> <p>Supports development of improvement plans with minimal feedback.</p> <p>Minimally aligns school, department, and district planning efforts.</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>Tightly 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>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>



CRITERION 2
QUALITY TEACHING AND
LEARNING SUPPORT

Central Office administrators ensure the sustained implementation of the district instructional framework which focuses on all students achieving high standards.

- 2.1 Quality Classroom Instruction
- 2.2 Coordinated and Aligned Curriculum and Assessment
- 2.3 Coordinated and Job-Embedded Professional Development

FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Measures
<p>Understands the instructional framework and its role to improve instructional practice and increase student achievement.</p> <p>Models effective instructional practices. Understands the state learning standards and curriculum alignment.</p> <p>Ensures curriculum, instruction, and assessment practices and policies are aligned and implemented.</p> <p>Coordinates and maintains curriculum and assessment practices to meet the needs of diverse student populations.</p> <p>Provides and identifies professional development that has the greatest potential for high-leverage instructional practice.</p> <p>Defines processes and procedures to access resources for improving instructional practice.</p>	<p>Participates in and supports regular classroom walkthroughs and reflective practice.</p> <p>Provides training for leaders, teachers, and staff to ensure consistent application of the instructional framework.</p> <p>Reviews curriculum/assessment practices and board policies with leadership teams.</p> <p>Coordinates vertical teams and curriculum committees.</p> <p>Systematically and clearly communicates teaching and learning updates and expectations.</p> <p>Supports building leadership teams to implement professional development plans.</p> <p>Supports professional development for improvement plans aligned with district focus.</p> <p>Supports innovation and responds to school needs.</p>	<p>Artifacts communicating the instructional framework throughout the system.</p> <p>Classroom walkthrough processes, data, video tapes, and classroom observations notes.</p> <p>Training schedules, lesson plans, meeting notes.</p> <p>Annual professional development schedule.</p> <p>Updates, agendas, minutes.</p> <p>Examples of curriculum framework and assessment system improvements.</p> <p>Products created by vertical teams and curriculum committees.</p> <p>Data artifacts and feedback from coaches and consultants.</p> <p>Professional development evaluations and collected data on impact.</p> <p>Budget documents and annual plan for professional development.</p> <p>Feedback from principals, teachers, and community interviews or focus groups.</p>

CRITERION 2
QUALITY TEACHING AND LEARNING SUPPORT

RUBRIC

2.1 Quality Classroom Instruction

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.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Fails to communicate district vision for effective instruction.</p> <p>Leaves decisions on instructional practice to individual buildings and teachers.</p> <p>Fails to provide a system for tiered interventions so that individual teachers 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 teachers 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 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 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>

CRITERION 2
QUALITY TEACHING AND LEARNING SUPPORT
RUBRIC

2.2 Coordinated and Aligned Curriculum and Assessment

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.

Unsatisfactory	Basic	Proficient	Distinguished
<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 Pre-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.</p> <p>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 Pre-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.</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>

CRITERION 2
QUALITY TEACHING AND LEARNING SUPPORT

RUBRIC

2.3 Coordinated and Job-Embedded Professional Development

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.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Fails to provide long-term plan, based on data that guides the content and process of professional development.</p> <p>Fails to provide clear plan for induction and mentoring of teachers, leaders, and staff new to the profession.</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>Provides assistance to teachers, leaders, and staff new to the profession through beginning-of-the-year induction training and a relationship with an experienced colleague.</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 long-term, 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>Provides all staff in new roles and substitutes with a multi-year program, enabling their successful implementation of district curriculum and instructional practices.</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>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>



CRITERION 3
SYSTEM-WIDE IMPROVEMENT

Central Office administrators provide leadership, coordination, support, and resources creating coherent, system-wide improvement efforts that result in high standards of achievement for all students.

- 3.1 Effective Use of Data
- 3.2 Strategic Allocation of Resources
- 3.3 Policy and Program Coherence

FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Measures
<p>Develops systematic coherence between policies, programs, and practices to advance district learning goals.</p> <p>Analyzes building and district assessment data to communicate, inform, and assist others in meeting achievement goals.</p> <p>Facilitates staff in reflective, data-driven conversations focused on increasing student achievement.</p> <p>Provides timely support to all buildings and departments regarding budget, facilities, and personnel issues.</p> <p>Develops procedures and processes that ensure efficiency and alignment to the district mission.</p> <p>Allocates and manages resources—time, personnel, materials, and facilities to meet the needs of district mission.</p> <p>Develops, interprets, and implements policies and procedures with focus on learning.</p> <p>Collaborates as team member dedicated to supporting the needs of schools.</p>	<p>Provides just-in-time training content to meet the learning needs of principals, coaches, teachers, leaders, and other staff.</p> <p>Provides schools flexibility with accountability for the use of resources in meeting needs of students.</p> <p>Provides needed resources, time, and training.</p> <p>Supports and models effective data protocols and analysis at the building level.</p> <p>Gathers input and feedback from district/building staff and community members.</p> <p>Explains legal and contractual parameters.</p> <p>Helps leaders develop plan for measuring impact of decisions.</p> <p>Advocates for policies and programs that promote equitable learning opportunities for all students.</p> <p>Supports identification and implementation of research-based practices.</p>	<p>Tools, templates, and training plans, agendas, and calendars.</p> <p>Data dashboard portfolios, reports, and presentations.</p> <p>Department plan that reflects the use of resources—people, time, and money—that aligns with district improvement plan.</p> <p>Action plan with SMART goals.</p> <p>Conclusions drawn from data reports aligned with allocation of resources.</p> <p>Communication artifacts such as newsletters, staff memos, and graphics.</p> <p>Legal, contractual, and budgetary documents.</p> <p>Evidence of differentiated support based on student needs in individual buildings.</p> <p>Presentations to board and at administrative meetings regarding policy implementation and program results.</p>

**CRITERION 3
SYSTEM-WIDE IMPROVEMENT**

RUBRIC

3.1 Effective Use of Data

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

Unsatisfactory	Basic	Proficient	Distinguished
<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>Includes state assessment data in program improvement goals.</p>	<p>Provides time and training for data analysis and resulting program adjustments with other administrators.</p> <p>Provides relevant data on state and local assessment results 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>Provides resources or services to customize data reports 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>

**CRITERION 3
SYSTEM-WIDE IMPROVEMENT**

RUBRIC

3.2 Strategic Allocation of Resources

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

Unsatisfactory	Basic	Proficient	Distinguished
<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>Ensures struggling students have necessary time, space, staff, and programs for accelerating improvement.</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>

**CRITERION 3
SYSTEM-WIDE IMPROVEMENT**

RUBRIC

3.3 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.

Unsatisfactory	Basic	Proficient	Distinguished
<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 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>



CRITERION 4
CLEAR AND COLLABORATIVE
RELATIONSHIPS

Central office administrators foster community engagement that promotes and supports student learning.

- 4.1 Professional Culture and Collaborative Relationships
- 4.2 Clear Understanding of School and District Roles and Responsibilities
- 4.3 Engaging the Community and Managing the External Environment

FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Measures
<p>Contributes to a culture of mutual respect and trust recognizing and valuing the diversity of all stakeholders.</p> <p>Develops data-driven, collaborative learning communities at the central office department and school levels.</p> <p>Communicates effectively to inform and build community support for schools and the district.</p> <p>Facilitates collaborative work groups and uses conflict resolution strategies to reach solutions.</p> <p>Identifies and engages key communicators—parents, students, civic, and business leaders.</p> <p>Communicates student learning goals and progress to the community using a variety of venues and strategies.</p> <p>Develops a district-wide system to gather community and parent information regarding the individual schools and district performance.</p> <p>Keeps abreast of the external factors (political, economic, and cultural) shaping the school community.</p>	<p>Demonstrates trust, openness, and respect in all relationships and processes.</p> <p>Promotes access to high-functioning professional learning communities and/or inquiry-based practices using effective protocols and processes.</p> <p>Names and celebrates successes of staff and students.</p> <p>Facilitates difficult conversations and maintains confidentiality.</p> <p>Reduces tasks from administrators that are not directly related to achievement goals.</p> <p>Clarifies levels of decision-making authority.</p> <p>Provides training for leadership teams in strategies to build and promote strong school communities.</p> <p>Supports community and school/district partnerships.</p> <p>Helps school leaders to navigate through political, economic, and cultural factors affecting the school community.</p>	<p>Student, staff, principal surveys, interviews, and focus groups evidence.</p> <p>360° feedback from schools and department climate measures.</p> <p>Celebration and recognition records and events.</p> <p>Organizational charts and decision-making matrixes.</p> <p>Artifacts of professional development programs and samples of communication instruments.</p> <p>Analysis of communication plans and artifacts.</p> <p>Calendar of active participation in key community organizations.</p> <p>List of contacts with key leaders of community.</p> <p>Documents of student progress and performance results (i.e., annual reports of state and local assessments, school/district improvement plans, and survey data).</p>

CRITERION 4
CLEAR AND COLLABORATIVE RELATIONSHIPS

RUBRIC

4.1 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.

Unsatisfactory	Basic	Proficient	Distinguished
<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>Establishes professional relationships marked by genuine collaboration around student learning.</p> <p>Freely communicates about successes and concerns.</p> <p>Fosters a high degree of competence, reliability, integrity, openness, and caring among staff.</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>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>

CRITERION 4
CLEAR AND COLLABORATIVE RELATIONSHIPS

RUBRIC

4.2 Clear Understanding of District and School Roles and Responsibilities

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.

Unsatisfactory	Basic	Proficient	Distinguished
<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 framework.</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 framework.</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 framework 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>

CRITERION 4
CLEAR AND COLLABORATIVE RELATIONSHIPS

RUBRIC

4.3 Engaging the Community and Managing the External Environment

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.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Makes little effort to know the community or to communicate with its citizens.</p> <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 has no network of community contacts.</p> <p>Does not recognize conflict when apparent and does not view his/her role to assist in resolving it.</p> <p>Does not recognize the need to engage key communicators or possess the skills to assist in engaging them.</p>	<p>Interacts with some community members and attends some community activities.</p> <p>Engages with some local, state, and federal officials as appropriate to protect the interest of children in the district.</p> <p>Assists principals and other administrators in identifying conflict within the school community and participates in seeking solutions.</p> <p>Provides support for some families in behaviors that contribute to their children’s achievement.</p> <p>Begins to solicit external partners in efforts to support raising student achievement.</p>	<p>Leads in the community and communicates throughout the community.</p> <p>Uses knowledge of federal and state policies and regulations to leverage support for district and school improvement efforts.</p> <p>Implements positive conflict resolution techniques to diffuse situations.</p> <p>Protects the priority of improving instructional practice and keeps internal and external distractions at a minimum.</p> <p>Provides leadership to engage all families and community partners in 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>Assumes a leadership role advancing the vision of the district advocating for the needs of children within the local community.</p> <p>Proactively identifies, minimizes, and/or eliminates barriers to the improvement of teaching and learning.</p> <p>Actively promotes support for children coming to school ready to learn and achieve.</p> <p>Successfully motivates external partners to contribute their support to the district’s vision and mission.</p> <p>Develops and engages in strategies to influence state and federal policy.</p>

APPENDIX

Appendix A: Professional Growth and Evaluation of School Personnel

RCW 28A.405.100

5.) Every board of directors shall establish evaluative criteria and procedures for all superintendents, principals, and other administrators. It shall be the responsibility of the district superintendent or his or her designee to evaluate all administrators. Except as provided in subsection (6) of this section, such evaluation shall be based on the administrative position job description. Such criteria, when applicable, shall include at least the following categories: Knowledge of, experience in, and training in recognizing good professional performance, capabilities and development; school administration and management; school finance; professional preparation and scholarship; effort toward improvement when needed; interest in pupils, employees, patrons, and subjects taught in school; leadership; and ability and performance of evaluation of school personnel.