

# Leader Supervision and Evaluation

Based on Fresno Unified Leadership Standards



**SITE LEADER IMPACT ON STUDENT LEARNING**

“Leadership has long been perceived to be important to the effective functioning of organizations, in general and, more recently, of schools in particular...School leadership has a substantial effect on student achievement and provides guidance for experienced and aspiring administrators alike...The message is clear---the leadership behavior of the principal can have a profound effect on student achievement.”

*MARZANO, WATERS, MCNULTY*

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## INTRODUCTION

### PIVOTAL ROLE OF THE SITE LEADER

“Great schools do not exist apart from great leaders...Recent research by the Wallace Foundation and other groups has brought into focus the behaviors and priorities of effective principals and the measured impact of principal leadership on student learning...School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment, and working conditions.” (p. 1 and 5; NASSP and NAESP; *Leadership Matters: What the Research Says About the Importance of Principal Leadership*; 2013). If our schools and our students are to achieve, we must insure that our site leaders are effective.

#### **Purpose of Document**

For nearly a decade, Fresno Unified School District has been engaged in the work of designing an aligned evaluation system that cultivates leadership practices, fosters high-quality instruction and creates a climate conducive to learning. This document outlines the components of the District’s supervision and evaluation system for the purpose of clarifying expectations, promoting consistency and insuring transparency.

The goals of the supervision and evaluation system are as follows:

- To foster reflective practice
- To encourage self-generated growth
- To promote collaboration by establishing common criteria and shared language
- To empower growth and inform professional learning
- To celebrate highly effective leaders

# PART I: STANDARDS, GOALS AND ELEMENTS

According to a 2013 research study, *School Leaders Matter*, “highly effective principals raise the achievement of a typical student in their schools by between two and seven months of learning in a school year; ineffective principals lower achievement by the same amount.” (Gregory Branch, Eric Hanushek, Steven Rivkin). By adopting and utilizing a set of leadership standards that inform behavior linked to improving student achievement, FUSD has carefully laid the foundation for assessing leaders, improving their performance, and designing the professional learning that supports improvement across the system.

The FUSD Leadership Standards have been organized into six interrelated standards and related goal statements. Following the goal statement, each standard is organized into a set of big concepts or elements that identify key areas within that particular leadership standard.

## **FRESNO UNIFIED SCHOOL DISTRICT LEADERSHIP STANDARDS**

### **Standard 1: Skillful Supervision and Evaluation**

Goal: The leader aligns all actions with the mission and vision while building the capacity of individuals and teams.

### **Standard 2: Using Evidence to Improve Instruction**

Goal: The leader creates a student-centered culture of high expectations and accountability.

### **Standard 3: Decision Making/Managing Change**

Goal: The leader enlists collective voice to make decisions that result in impactful change for ALL students and staff

### **Standard 4: Appropriately Allocating Resources**

Goal: The leader uses resources effectively and efficiently in alignment with the district mission and vision

### **Standard 5: Effective Communication**

Goal: The leader effectively communicates with all stakeholders including colleagues, staff, students, families, community and supervisory

### **Standard 6: Applicable only to District Office Leaders**

Goal: The district leader meets or exceeds the needs and expectations of all stakeholders, specifically colleagues, staff, students, families, community and supervisors

<p style="text-align: center;"><b>STANDARD 1</b> Skillful Supervision and Evaluation</p> <p style="font-size: small;">Goal: The leader aligns all actions with the mission and vision while building the capacity of individuals and teams</p> <ol style="list-style-type: none"> <li>1. Provides clear expectations and goals for staff supervision and development</li> <li>2. Assesses and builds capacity of individuals and teams to establish and achieve goals</li> <li>3. Ensures that every adult treats each individual with fairness and respect while maintaining a culture of high expectations for ALL students and adults</li> <li>4. Models professional ethics</li> </ol>	<p style="text-align: center;"><b>STANDARD 2</b> Using Evidence to Improve Instruction</p> <p style="font-size: small;">Goal: The leader creates a student-centered culture of high expectations and accountability</p> <ol style="list-style-type: none"> <li>1. Plans, sets and meets goals for student achievement and/or department</li> <li>2. Effectively analyzes and uses data</li> <li>3. Provides and participates in professional learning consistent with goals</li> <li>4. Supports Accountable Communities that focus on effective practice, use of data, and common planning</li> <li>5. Effectively monitors, evaluates and adapts programs to support learning</li> </ol>	<p style="text-align: center;"><b>STANDARD 3</b> Decision Making/Managing Change</p> <p style="font-size: small;">Goal: The leader enlists collective voice to make decisions that result in impactful change for ALL students and staff</p> <ol style="list-style-type: none"> <li>1. Demonstrates quality judgments during all decisions making processes</li> <li>2. Utilizes effective structures, systems and processes to establish a rigorous culture and positive climate</li> <li>3. Recognizes and responds to the need for change based on current performance data and research trends</li> <li>4. Demonstrates responsibility for high quality personnel decisions that ensure the recruitment, selection, placement and retention of a diverse and talented workforce</li> </ol>
<p style="text-align: center;"><b>STANDARD 4</b> Appropriately Allocating Resources</p> <p style="font-size: small;">Goal: The leader uses resources effectively and efficiently in alignment with the district mission and vision</p> <ol style="list-style-type: none"> <li>1. Strategically analyzes and aligns resources of time, money, and people to innovatively support the district mission, vision and site/department goals and priorities</li> <li>2. Utilizes resources to guarantee equity and access for ALL students</li> <li>3. Builds and contributes to a school/department that supports learning and growth for staff toward achievement of district/school goals</li> </ol>	<p style="text-align: center;"><b>STANDARD 5</b> Effective Communication</p> <p style="font-size: small;">Goal: The leader effectively communicates with all stakeholders including colleagues, staff, students, families, community and supervisors</p> <ol style="list-style-type: none"> <li>1. Utilizes effective and appropriate communication processes</li> <li>2. Produces varied, high-quality forms of communication to address all stakeholders</li> <li>3. Uses effective listening, writing, speaking and non-verbal communication skills</li> <li>4. Partners with the school and local community to promote student learning</li> </ol>	<p style="text-align: center;"><b>STANDARD 6</b> Service to Sites</p> <p style="font-size: small;">Goal: The district leader meets or exceeds the needs and expectations of all stakeholders, specifically colleagues, staff, students, families, community and supervisors</p> <ol style="list-style-type: none"> <li>1. Provides consistent high quality service</li> <li>2. Supports and builds capacity in all customers</li> <li>3. Generates interdependent, integrated, interdepartmental response to site needs (white space work)</li> </ol>

## PART II: MEASURING EFFECTIVENESS

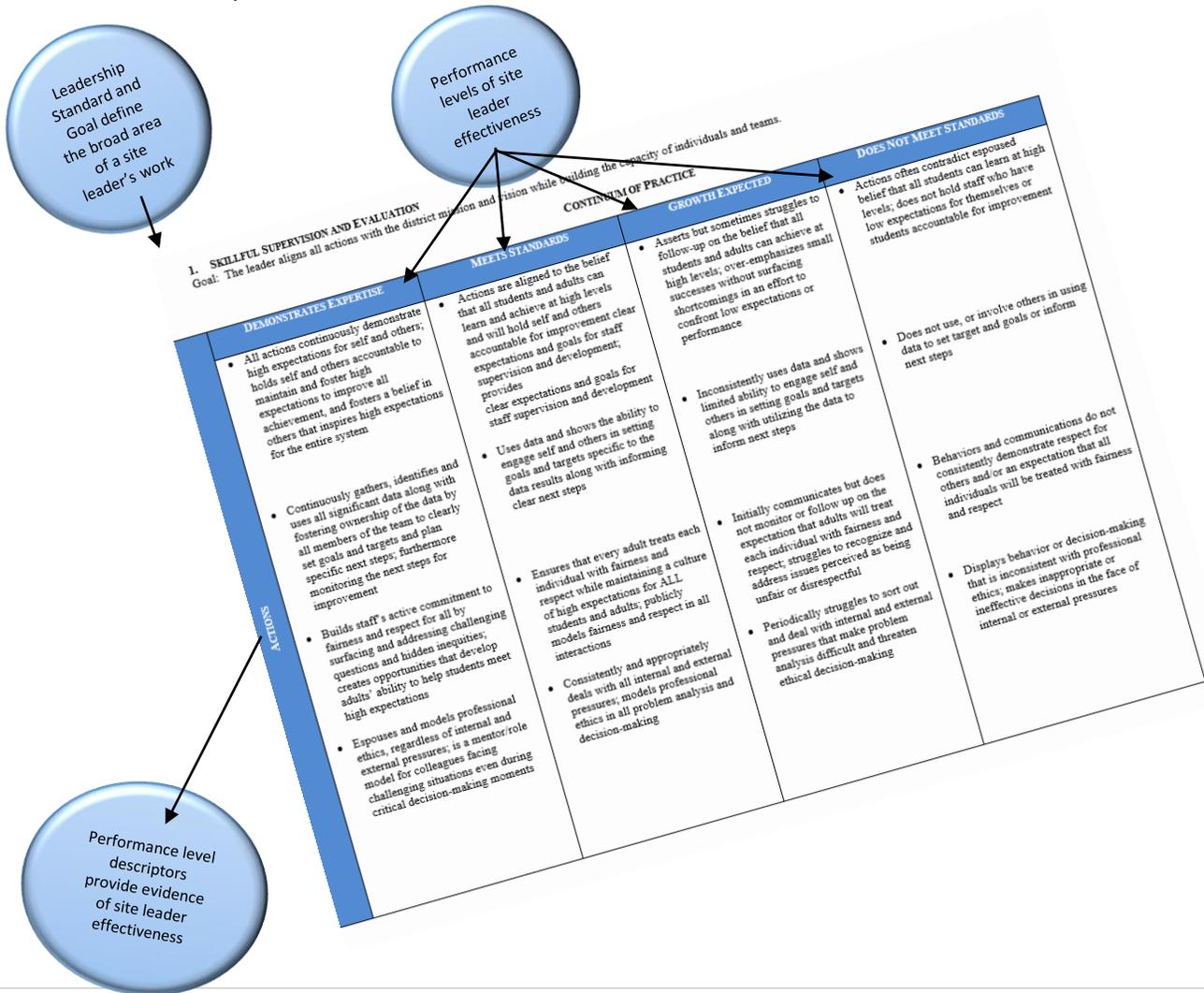
While the standards, goals and elements outline the domains of a site leader’s performance, the Continuum of Practice serves to clarify performance levels by describing observable, measurable indicators of performance. The continuum is designed to describe levels of performance and guide improvement. This continuum uses a four-level rating scale with these labels:

- Demonstrates Expertise
- Meets Standards
- Growth Expected
- Not Meeting Standards

Leadership actions associated with each rating are provided, along with artifacts and observables that correlate with each of the five standards.

### Evidence of Effectiveness: Continuum of Practice

For each Leadership Standard, the Continuum of Practice contains research-based performance indicators, including artifacts and observables. These serve as a guide for supervisors and a roadmap for the site leader’s self-generated professional growth. A selection from the Continuum of Practice follows and the complete version can be found in Part 5, Tools and Resources.



Artifacts are products that provide information about the site leader's performance

**ARTIFACTS**

**LEADERSHIP STANDARD I: SKILLFUL SUPERVISION AND EVALUATION**  
**ARTIFACTS/OBSERVABLES**

- Written annual self-assessments and SMART goals for all leaders and staff are based on multiple data sources, with an emphasis on formative assessments to improve staff practice and student learning
- Supervision and evaluation observations, written informal and formal conference notes/evaluation documents reflect supervising of classroom instruction/department field work observations for at least 60% of the time with a clear focus of what to look for using formative assessment results to frame staff feedback and plan professional learning
- Professional learning plans for site/department and each staff member are based on data and engaging in collaborative and job embedded learning through district professional learning and out of district professional learning
- Supervisors communicate and complete a rigorous supervision and evaluation process for each staff member that includes
  - measures and goals determined
  - use of the Leadership Standards Continuum to clarify to other leaders areas of strength and growth
  - evidence of teacher/staff practice gathered from multiple sources including classroom/workplace observations and interactions with all stakeholders
  - claims, appropriately matched evidence, statements of impact on student learning and question/judgments in supervision and evaluation documents
  - professional learning plan
  - adherence to all contractual time lines
  - Improvement plan for staff not meeting standards are in place with appropriate support aligned with area(s) of need
- Written values, beliefs and goals show high expectations for all students and staff
- Leadership team agendas, plans and goals reflect focus on formal and informal performance
- Formal and informal observation logs and notes, calendars, accountability communities rubrics and other sources of feedback toward goal attainment reflect clear, timely, useful and evidence-based communication
- Documents re hiring processes, teacher placement, professional development activities and growth goals all show the workplace embraces diversity and motivates each individual to higher levels of performance
- Surveys and feedback show the workplace embraces diversity, equity and inclusion
- Site/department plans, assignments, calendars show an on-boarding system is set up for each new employee
- Staff can explain and effectively participate in a rigorous supervision and evaluation process based on the continuum for the teaching profession, continuum for leadership or competencies for classified staff
- Classroom/school observations and monitoring formative assessment data for flexible grouping practices of students and staff
- All new teachers, leaders, staff with specific development needs are mentored by highly skilled peers provided on site
- Staff members proactively assume formal and informal leadership roles, and multiple staff members serve as leaders at different points or for different tasks
- Instructional feedback builds effective teacher/staff practice and observable changes in teacher/staff practice and student learning
- Staff are able to effectively communicate the areas of strength and improvement with specific actions
- School/department goals, vision, mission and actions are aligned
- Adults and students monitor themselves and hold each other accountable for language, attitudes, and behaviors that are offensive or uninformed around racial or cultural differences
- Strong relationships with individuals foster their engagement, performance, and achievement
- Climate issues and conditions that contribute to disproportionality in master scheduling, grading patterns, suspension/expulsion and graduation rates are regularly addressed
- All staff demonstrates a willingness to admit error, take responsibility for actions and decisions, learn and grow from the experience.
- Leader and staff actions show respect for diverse perspectives and a willingness to adjust course when necessary and appropriate
- School/departments vision includes a focus on student academic achievement and social/emotional development

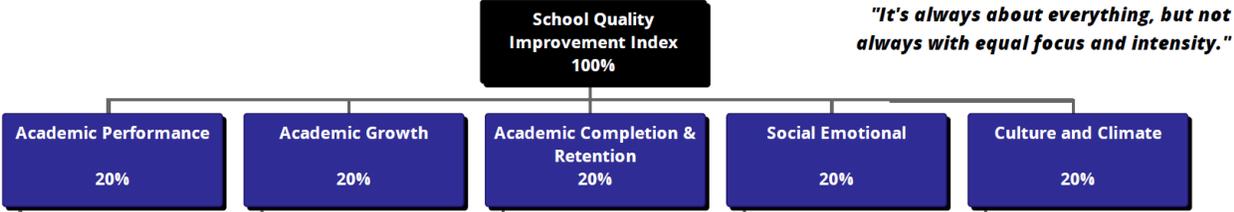
Observables are behaviors and actions that provide evidence of the site leader's performance

### **Using the Continuum of Practice**

The Continuum of Practice is designed to give site leaders detailed guidance for professional growth and an on-going assessment of where they stand in all performance areas. The use of this document by site leaders and their supervisors should prompt reflection and assist them in formulating professional goals. In addition, the Continuum of Practice should guide, monitor, and assess progress of leadership practices in support of student achievement and the cycle of continuous improvement. Demonstrating expertise in leadership practices requires knowledge, skills, artistry, passion and commitment, along with many other factors. The FUSD Leadership Standards document and Continuum are an important piece of this puzzle.

### School Quality Improvement Index (SQII)

SQII frames our work around developing the whole child. It provides teachers and principals real time student data to ensure that sufficient student progress is taking place in academic, non-cognitive and social-emotional domains. This structure also allows teachers and their leaders to work together to create an effective evaluation using multiple measures that support effective instruction, contribute to the success of the educational program and result in optimal student growth.



**Stakeholder Feedback**

The Vanderbilt Assessment of Leadership in Education, or VAL-ED 360, is designed to provide a summary of effectiveness of a site leader’s learning-centered leadership behaviors. Leveraging the collective feedback from multiple stakeholders, including teachers, the leader’s supervisor, as well as the principal’s individual self-reflection based on their own self-report, an overall picture of the principal as leader is provided.

Val-Ed 360 feedback focuses on learning-centered leadership behaviors that influence teachers and staff, and in turn are related to increases in student achievement.

Principals are provided the 360 results via a report that includes an overall effectiveness score, as well as specific leadership behaviors designed to improve the leader’s effectiveness, when implemented.

## PART III: PROCESS AND PROCEDURES

The supervision and evaluation process is intended to be a collaborative endeavor between site leaders and their supervisors. In addition, the supervision and evaluation process is a tool for assessing a site leader's skills, recognizing areas of strength and seeking opportunities for improvement. This approach reinforces an intentional culture of high achievement, continuous improvement, and mutual accountability.

The cycle of continuous improvement inherent in the supervision and evaluation process and procedures is represented in the figure below, with site leaders acting as full partners in their own professional growth.

### SITE LEADER SUPERVISION AND EVALUATION TIMELINE



### SITE LEADER SUPERVISION AND EVALUATION CYCLE DEFINITIONS AND PROCESSES

#### **Step I –Goal Setting: Self-Assessment and Professional Learning Planning Process (August- September)**

The purpose of this self-assessment and professional learning planning process is to promote the following:

- Data/evidence-based reflection on leadership practices
- Identification of areas of strength and learning
- Creation of a Professional Learning Plan that includes goal and target setting and strategies for achieving them
- Aspirational planning and support for future career advancement through reflection and discussion about the following:
  - Where does the employee want to be in 2-5 years?
  - What are the best next steps to attain this goal and why?
  - What are some risks and rewards of this aspiration?

#### **Step II – Mid-Year Progress Review (December-January)**

The purpose of this formative mid-year progress review is to formally review progress-to-date on meeting mid-year observation Leadership Standards and fulfilling Professional Learning Plan goals and targets.

#### **Step III - Final Review Process (March - May)**

The purpose of the final review process is to review the proficiency levels achieved during the review period and, in the spirit of “no surprises”, foreshadow the content and ratings on the final ratings on the evaluation.

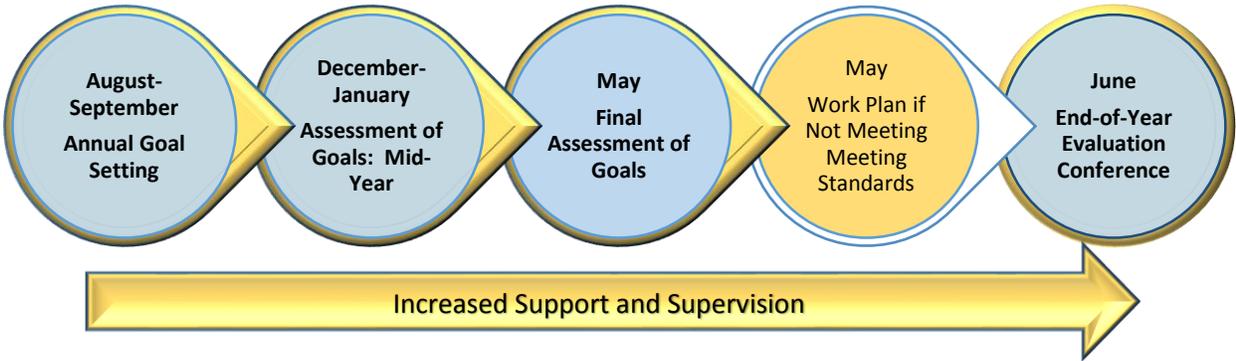
#### **Step IV - Final Conference (June)**

The purpose of the final conference is to provide the employee with a summative evaluation of performance on Leadership Standards. Evaluations are due in iAchieve June 30.

**PART IV:  
DIFFERENTIATED SUPERVISION**

Fresno Unified School District provides differentiated levels of supervision and support, based on a leader’s time in the role, as well as their leadership performance ratings. This Cycle of Support ensures site leaders engage in multiple venues with peers and supporting departments to share best practices, collectively resolve current focus areas, and process the implementation of District goals and targets.

**SITE LEADER SUPERVISION AND EVALUATION PROCESS  
DIFFERENTIATED SUPPORT AND SUPERVISION**



**PART V:  
TOOLS AND RESOURCES**

**FUSD Site Leader Supervision & Evaluation  
Tools and Resources**

FUSD Site Leader Supervision and Evaluation Tools and Resources

Leadership Standards Placemat

Leadership Standards Continuum of Practice

FUSD Human Resources Website <http://www.fresnounified.org/dept/hr/Webpages/default.aspx>

# Fresno Unified School District Leadership Standards

## STANDARD 1

### Skillful Supervision and Evaluation

Goal: The leader aligns all actions with the mission and vision while building the capacity of individuals and teams

1. Provides clear expectations and goals for staff supervision and development
2. Assesses and builds capacity of individuals and teams to establish and achieve goals
3. Ensures that every adult treats each individual with fairness and respect while maintaining a culture of high expectations for ALL students and adults
4. Models professional ethics

## STANDARD 2

### Using Evidence to Improve Instruction

Goal: The leader creates a student-centered culture of high expectations and accountability.

1. Plans, sets and meets goals for student achievement and/or department
2. Effectively analyzes and uses data
3. Provides and participates in professional learning consistent with goals
4. Supports Accountable Communities that focus on effective practice, use of data, and common planning
5. Effectively monitors, evaluates and adapts programs to support learning

## STANDARD 3

### Decision Making/Managing Change

Goal: The leader enlists collective voice to make decisions that result in impactful change for ALL students and staff

1. Demonstrates quality judgments during all decision making processes
2. Utilizes effective structures, systems and processes to establish a rigorous culture and positive climate
3. Recognizes and responds to the need for change based on current performance data and research trends
4. Demonstrates responsibility for high quality personnel decisions that ensure the recruitment, selection, placement and retention of a diverse and talented workforce

## STANDARD 4

### Appropriately Allocating Resources

Goal: The leader uses resources effectively and efficiently in alignment with the district mission and vision

1. Strategically analyzes and aligns resources of time, money, and people to innovatively support the district mission, vision and site/department goals and priorities
2. Utilizes resources to guarantee equity and access for ALL students
3. Builds and contributes to a school/department that supports learning and growth for staff toward achievement of district/school goals

## STANDARD 5

### Effective Communication

Goal: The leader effectively communicates with all stakeholders including colleagues, staff, students, families, community and supervisors

1. Utilizes effective and appropriate communication processes
2. Produces varied, high quality forms of communication to address all stakeholders
3. Uses effective listening, writing, speaking and non-verbal communication skills
4. Partners with the school and local community to promote student learning

## STANDARD 6

### Service to Sites

Goal: The district leader meets or exceeds the needs and expectations of all stakeholders, specifically colleagues, staff, students, families, community and supervisors

1. Provides consistent high quality service
2. Supports and builds capacity in all customers
3. Generates interdependent, integrated, interdepartmental response to site needs (white space work)

**1. SKILLFUL SUPERVISION AND EVALUATION**

Goal: The leader aligns all actions with the district mission and vision while building the capacity of individuals and teams.

**CONTINUUM OF PRACTICE**

ACTIONS	DEMONSTRATES EXPERTISE	MEETS STANDARDS	GROWTH EXPECTED	NOT MEETING STANDARDS
	<ul style="list-style-type: none"> <li>• All actions continuously demonstrate high expectations for self and others; holds self and others accountable to maintain and foster high expectations to improve all achievement, and fosters a belief in others that inspires high expectations for the entire system</li> <li>• Continuously gathers, identifies and uses all significant data along with fostering ownership of the data by all members of the team to clearly set goals and targets and plan specific next steps; furthermore monitoring the next steps for improvement</li> <li>• Builds staff’s active commitment to fairness and respect for all by surfacing and addressing challenging questions and hidden inequities; creates opportunities that develop adults’ ability to help students meet high expectations</li> <li>• Espouses and models professional ethics, regardless of internal and external pressures; is a mentor/role model for colleagues facing challenging situations even during critical decision-making moments</li> </ul>	<ul style="list-style-type: none"> <li>• Actions are aligned to the belief that all students and adults can learn and achieve at high levels and will hold self and others accountable for improvement clear expectations and goals for staff supervision and development; provides clear expectations and goals for staff supervision and development</li> <li>• Uses data and shows the ability to engage self and others in setting goals and targets specific to the data results along with informing clear next steps</li> <li>• Ensures that every adult treats each individual with fairness and respect while maintaining a culture of high expectations for ALL students and adults; publicly models fairness and respect in all interactions</li> <li>• Consistently and appropriately deals with all internal and external pressures; models professional ethics in all problem analysis and decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Asserts but sometimes struggles to follow-up on the belief that all students and adults can achieve at high levels; over-emphasizes small successes without surfacing shortcomings in an effort to confront low expectations or performance</li> <li>• Inconsistently uses data and shows limited ability to engage self and others in setting goals and targets along with utilizing the data to inform next steps</li> <li>• Initially communicates but does not monitor or follow up on the expectation that adults will treat each individual with fairness and respect; struggles to recognize and address issues perceived as being unfair or disrespectful</li> <li>• Periodically struggles to sort out and deal with internal and external pressures that make problem analysis difficult and threaten ethical decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Actions often contradict espoused belief that all students can learn at high levels; does not hold staff who have low expectations for themselves or students accountable for improvement</li> <li>• Does not use, or involve others in using data to set target and goals or inform next steps</li> <li>• Behaviors and communications do not consistently demonstrate respect for others and/or an expectation that all individuals will be treated with fairness and respect</li> <li>• Displays behavior or decision-making that is inconsistent with professional ethics; makes inappropriate or ineffective decisions in the face of internal or external pressures</li> </ul>

**LEADERSHIP STANDARD 1: SKILLFUL SUPERVISION AND EVALUATION**  
**ARTIFACTS/OBSERVABLES**

**ARTIFACTS**

- Written annual self-assessments and SMART goals for all leaders and staff are based on multiple data sources, with an emphasis on formative assessments to improve staff practice and student learning
- Supervision and evaluation observations, written informal and formal conference notes/evaluation documents reflect supervising of classroom instruction/department field work observations for at least 60% of the time with a clear focus of what to look for using formative assessment results to frame staff feedback and plan professional learning
- Professional learning plans for site/department and each staff member are based on data and engaging in collaborative and job embedded learning
- Supervision and evaluation written informal and formal documents and the professional learning plan show active participation in developing personal professional learning through district professional learning and out of district professional learning
- Supervisors communicate and complete a rigorous supervision and evaluation process for each staff member that includes measures and goals determined
- Use of the Leadership Standards Continuum to clarify to other leaders areas of strength and growth
- Evidence of teacher/staff practice gathered from multiple sources including classroom/workplace observations and interactions with all stakeholders
- Claims, appropriately matched evidence, statements of impact on student learning and question/judgments in supervision and evaluation documents
- Professional learning plan
- Adherence to all contractual time lines
- Improvement plan for staff not meeting standards are in place with appropriate support aligned with area(s) of need
- Written values, beliefs and goals show high expectations for all students and staff
- Leadership team agendas, plans and goals reflect focus on formal and informal calibrated observations evidence-based feedback are used for the explicit purpose of improving individual, team and organizational performance
- Formal and informal observation logs and notes, calendars, accountability communities rubrics and other sources of feedback toward goal attainment reflect clear, timely, useful and evidence-based communication
- Documents re hiring processes, teacher placement, professional development activities and growth goals all show the workplace embraces diversity and motivates each individual to higher levels of performance
- Surveys and feedback show the workplace embraces diversity, equity and inclusion
- Surveys and interview data sources show each individual/team is motivated to higher levels of performance and believe the supervision and evaluation process effective
- Written feedback solicited from and given to staff is direct, honest, useful, confidential and tactful
- Site/department plans, assignments, calendars show an on-boarding system is set up for each new employee

**OBSERVABLES**

- Staff can explain and effectively participate in a rigorous supervision and evaluation process based on the continuum for the teaching profession, continuum for leadership or competencies for classified staff
- Classroom/school observations and monitoring formative assessment data for flexible grouping practices of students and staff
- All new teachers, leaders, staff with specific development needs are mentored by highly skilled peers provided on site
- Accountable communities, including department teams, are demonstrating and able to communicate the success criteria for an accountable community
- Staff members proactively assume formal and informal leadership roles, and multiple staff members serve as leaders at different points or for different tasks
- Instructional feedback builds effective teacher/staff practice and observable changes in teacher/staff practice and student learning
- Staff are able to effectively communicate the areas of strength and improvement with specific actions
- School/department goals, vision, mission and actions are aligned
- Adults and students monitor themselves and hold each other accountable for language, attitudes, and behaviors that are offensive or uninformed around racial or cultural differences
- Strong relationships with individuals foster their engagement, performance, and achievement
- Climate issues and conditions that contribute to disproportionality in master scheduling, grading patterns, suspension/expulsion and graduation rates are regularly addressed
- All staff demonstrates a willingness to admit error, take responsibility for actions and decisions, learn and grow from the experience.
- Leader and staff actions show respect for diverse perspectives and a willingness to adjust course when necessary and appropriate
- School/departments vision includes a focus on student academic achievement and social/emotional development

## 2. USING EVIDENCE TO IMPROVE INSTRUCTION

Goal: The leader creates a student-centered culture of high expectations and accountability.

	DEMONSTRATES EXPERTISE	MEETS STANDARDS	GROWTH EXPECTED	NOT MEETING STANDARDS
<b>ACTIONS</b>	<ul style="list-style-type: none"> <li>Builds high staff competence in planning, setting and meeting student/staff achievement goals; links curriculum/improvement, teacher/staff practice and accountability to all achievement goals</li> <li>Utilizes multiple sources of qualitative and quantitative data to assess and monitor instruction/improvement; creates systems for consistent monitoring and frequent data collection; uses data appropriately to drive continuous improvement</li> <li>Develops and implements a system of professional learning where individuals and teams use goals, data and outcomes to seek and create their own opportunities for professional growth</li> <li>Develops and nurtures highly effective AC's and teacher/staff leaders who keep a relentless focus on student learning and continuous improvement; builds teams' capacity to solve problems, assess the impact of their efforts and give one another feedback for growth while going above and beyond the AC Foundations</li> <li>Ensures that all staff monitor, evaluates and analyzes all data in order to ensure accurate interventions, accelerations and differentiation at high levels for students/staff</li> </ul>	<ul style="list-style-type: none"> <li>Consistently monitors the planning, setting, and meeting of student/staff achievement goals; holds self and others accountable for changing practice based on student achievement goals</li> <li>Effectively analyzes and uses data to inform continuous improvement; consistently focuses attention on areas of high need and high-leverage strategies to meet those needs</li> <li>Continuously provides and participates in all forms of professional learning consistent with goals and data results</li> <li>Continuously supports AC's that focus on effective practice, use of data, common planning; providing feedback and coaching and fully ensures the use of the AC Foundations</li> <li>Continuously uses accurate information and data to implement interventions, accelerations or differentiation that meet the needs of all students/staff</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently monitors the planning, setting and meeting of student/staff achievement goals; struggles to hold teachers/staff accountable for changing practice based on student achievement goals</li> <li>Uses limited and/or inconsistently collected and analyzed data to assess instruction/professional practice; draws conclusions with limited or inappropriate data</li> <li>Facilitates undifferentiated, one-size fits-all professional learning that is inconsistently aligned with goals, data results; complies with mandates but struggles to take ownership for professional learning</li> <li>Inconsistently uses and supports AC Teams appropriately; periodically allows for teacher/staff leadership within the AC and inconsistently ensures the implementation of AC Foundations</li> <li>Inconsistently uses information to implement interventions, accelerations or differentiation that meet the needs of all students/staff</li> </ul>	<ul style="list-style-type: none"> <li>Does not use or foster the monitoring, planning, and meeting of student/staff achievement goals</li> <li>Does not use data to drive instruction, instructional/professional practices, and makes decisions without good evidence or data; rarely uses data to correctly identify trends or establish needs for improvement</li> <li>Does not take initiative or responsibility for leading or providing regular, appropriate professional learning opportunities based on data results</li> <li>Does not use or support teacher professional teams appropriately; rarely provides opportunities for teacher/staff leadership; allows ineffective or misaligned staff to lead; sometimes inhibits team development; and does not base functions of an AC through its Foundations</li> <li>Does not ensure that all students/staff receive appropriate intervention and accelerations or that there is differentiation to meet the needs of all students/staff based on any information</li> </ul>

## LEADERSHIP STANDARD 2: USING EVIDENCE TO IMPROVE INSTRUCTION ARTIFACTS/OBSERVABLES

### ARTIFACTS

- School/department performance results show proficiency in identifying, gathering, and analyzing the data to determine the essential problems of practice and actions to address those gaps
- School(SPSA)/department's (Strategic) plan is aligned with district mission, goals and measures (SPSA, WASC, IB, Linked Learning, or school/dept.-specific action plans)
- Written observations/informal and formal conference notes reflect frequent classroom instruction/department field work observations for at least 60% of the time with a clear focus of what to look for using formative assessment results to frame staff feedback and plan professional learning
- Professional learning plans for sites/departments are based on data and engaging in collaborative and job embedded learning
- Action plans show staff use relevant data to assess options and commit to courses of action to support achievement of goals including social emotional and climate and culture
- Academic goals are based on expectations that student's progress or a trajectory to be on or above grade level
- Staff develop and use classroom-based or departmental progress-monitoring assessments on an on-going basis for both formative and summative purposes
- Calendars, observations, goals, agendas and other sources reflect leaders and staff routinely gather evidence of performance, process improvements based on student needs
- Action plans show a tiered system of supports to meet all students'/employees' needs
- Cycles of inquiry (review) documents reveal protocols and processes used to diagnose the current state of the school/department (including review of data, school practices, and instructional practices) to provide clear and transparent evidence to all staff to set goals with targets
- Goals and plans show climate survey results from students, families and staff are regularly used to monitor progress on mission, vision, and values and make necessary changes
- Units, lessons, and tasks align to CCSS scope and sequence and prepare students to be college ready
- Staffing documents reflect use of multiple sources of data to appropriately hire and assign adults to improve student learning, individual and team performance
- Master schedule for student placement shows equity and access opportunities for every student
- Student instructional time data shows maximization of time during the regular school day and capitalizing on opportunities outside the regular school day

### OBSERVABLES

- Student learning consistently increases in student achievement assessments
- Evidence of recognition of student work and academic progress is visible in the school/department; contributions of students from diverse backgrounds are displayed
- Multi-year process to monitor the school's/department's progress over time in meeting state, district and school/department goals to ensure all students are graduating, in a system of shared accountability
- Solicits balanced feedback from all stakeholders, exploring both benefits and concerns when gathering input for positive next steps/growth
- Staff offer ideas, input and support to shape goals with targets and operational plans with a focus to improve student learning
- Legal requirements, district policies and relevant standards pertaining to job assignments are adhered to
- Multiple data sources are used strategically to forecast trends, align benchmarks with targets and address long term gaps in achievement
- Staff (have access to)(participate in) targeted, data-driven professional learning designed to support of individual, grade level, school/department and regional wide growth
- Teams' discussion of data ensures shared ownership and constant refinement of instruction practice/performance
- Based on student work evidence and assessment data, staff intervenes early to accelerate growth and to avoid the need for remediation
- Instructional staff have a broad repertoire of instructional strategies and department staff have effective strategies to address assessed needs for improvement
- Teacher-driven professional development focuses on student learning challenges, progress toward student achievement goals and includes teacher team and peer visits
- Accountable Communities use protocols and processes designed to guide collaboration that include expectations (tights and loose)
- Student voice is used to shift culture and adult expectations

### 3. DECISION MAKING/MANAGING CHANGE

Goal: The leader enlists collective voice to make decisions that result in impactful change for ALL students and staff.

	DEMONSTRATES EXPERTISE	MEETS STANDARDS	GROWTH EXPECTED	NOT MEETING STANDARDS
<b>ACTIONS</b>	<ul style="list-style-type: none"> <li>Builds staff capacity to use effective decision making that displays quality judgments and professional maturity; inspires staff to continuously analyze summative and formative student/staff outcome data and adult practices and to make astute diagnoses and plans</li> <li>Builds capacity of staff to develop, implement and assess effective structures, systems, processes and priorities, that continuously nurture a rigorous culture and positive climate</li> <li>Builds staff capacity to recognize, embrace and support changes that are in school's/department's best interests; proactively manages responses to change and capitalizes on forward moving momentum; facilitates opportunities for staff to raise questions, doubts and feelings about change and to adapt to change</li> <li>Identifies and leverages multiple pipelines within and beyond the district for high quality, diverse recruits; proactively identifies and fills vacancies early, strategically places employees/teachers based on skills and need; uses data to identify and recognize effective staff/teachers; consistently retains effective staff/teachers by providing growth opportunities; builds capacity of staff to lead and participate in recruitment, selection, hiring and induction process</li> </ul>	<ul style="list-style-type: none"> <li>Continuously identifies, gathers and uses all forms of data to accurately diagnose current reality; decision-making processes are consistently aligned with the data results and all needs of the school/department</li> <li>Utilizes effective structures, systems and processes to establish a rigorous culture and positive climate; establishes clear priorities to provide stability during turbulent times</li> <li>Recognizes and responds to the need for change based on current performance data and research trends; initiates and builds ownership for high leverage improvements that support the school/department's mission and vision; is willing to take action even when outcomes are unclear</li> <li>Demonstrates responsibility for high quality personnel decisions that ensure the recruitment, selection, placement and retention of a diverse and talented workforce; includes leadership team in recruitment, selection, hiring and induction processes</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently uses student/staff data to accurately diagnose current reality; decision-making processes are inconsistently aligned</li> <li>Inconsistently implements effective structures, systems, processes and priorities to establish a rigorous culture and positive climate</li> <li>Inconsistently provides time for staff to process or adapt to change; supports changes that may be in the school's/department's best interests; complies and manages change along with taking some responsibility for its impact on the outcomes of the school/department</li> <li>Inconsistently utilizes district resources to identify high quality recruits; develops basic criteria for selecting and hiring staff; places personnel based on qualifications; attempts to retain effective teachers by providing growth opportunities; includes some leadership team members in the selection and hiring processes</li> </ul>	<ul style="list-style-type: none"> <li>May conduct limited analysis of school's/department's achievement data in order for accurate decision making process to take place; may use other (non- evidence based) decision making processes that undermine school/department achievement growth</li> <li>Lacks effective structures, systems, processes and priorities to establish a rigorous culture and positive climate</li> <li>Does not provide support to staff during times of change; passively complies with or manages change but does not take responsibility for or may ignore its impact on the school/department outcomes</li> <li>Ineffectively utilizes district resources to identify recruits; selection criteria differ by applicant; rarely assesses qualifications when placing teachers; allows teachers to remain in their assignments, regardless of impact; doesn't make an effort to recognize or retain effective teachers; does not include others in the recruitment, selection, hiring and induction processes</li> </ul>

**LEADERSHIP STANDARD 3: DECISION MAKING/MANAGING CHANGE**  
**ARTIFACTS/OBSERVABLES**

**ARTIFACTS**

- Actions plans with clear goals explicitly state and show alignment to identified problem of practice to solve based on multiple sources of data
- Professional learning plans for sites/departments and individual staff are based on data and engaging in collaborative and job embedded learning
- School/department performance results show proficiency in identifying, gathering, and analyzing the data to determine the essential problems of practice and actions to address those gaps
- Written commitments/timelines in plans communicate clearly who makes the decision and identifies any constraints that will affect the scope or content of the decision
- Written agreements/timelines are met and projects are completed on schedule, including appropriate modifications to plan as data emerges for course adjustments which result in positive outcomes
- Action plans, agendas, calendars, notes, and other data sources show inclusion of all parties whose working conditions will be affected by the decision
- Documents showing communications to staff, students, parents, and other stakeholders of the decision making and managing change process state explicitly the values to be maintained, possibly consequences, timeline, decision points, process to revisit and how the monitoring and support process
- Business processes, protocols and processes show systems have been built that reduce variability while increasing equity and access
- Awards, incentives, celebrations are present for all stakeholders in strategic opportunities for change that lead to improvement
- Written supervision and evaluation documents and professional learning plans from staff and supervisor show directly alignment of all personnel decisions to goal attainment, equity and access principles and improving student learning and staff practice
- Written plan demonstrates employees in their first three years have targeted support for effective change management for individual, team and site/department
- Rating rubrics, interview questions, practicums, calendars and panel diversity show a robust recruitment, selection, and hiring process at each site and department
- Retention data show majority of highly effective teachers stay in the school or promote to a leadership role
- Short- and medium- term action plans which address on-going areas of concern and celebrates areas of success
- Parent and student surveys utilized in cycle of continuous improvement method as site/department sets goals and plans

**OBSERVABLES**

- School/department climate is focused on teaching and learning with high expectations for all students and staff
- School/department demonstrate continuous improvement through inquiry, research, collaboration, evidence based analysis to improve student learning
- Facilitates an annual collaborative process for developing and refining the school's/department's vision of high expectations of teaching and learning with all stakeholders
- Establishes practices which keep the vision in the forefront in collaborative decision making; engages the community in supporting student learning
- Decisions are aligned to the mission, vision, and goals of the grade level/department, school and district
- Staff members understand and can responsibly participate in appropriate decision-making processes that result in decisions that stay made
- Staff is aware of and can report on/analyze missteps, mistakes, or tactics that were unsuccessful and can use learning resulting from such opportunities
- The leader is open-minded and comfortable with paradox and ambiguity, encourages experimentation/risk-taking in service of student learning, and will use or encourage others to use creative approaches to problems.
- Staff morale is built through flexibility, support, and recognition of individuals and teams working toward grade level/department, school goals and priorities
- During disruption the leader demonstrates the ability to see opportunities and possibilities rather than focusing on problems
- Uses positive pressure to stimulate organizational learning, growing and thriving as indicated by allowing staff to experiment, fail, and continue to grow.
- Strategic opportunities for change that lead to improvement are recognized and prioritized
- Diversity in shared leadership roles build the capacity of staff
- Staff strengths are matched to the needs of the school/department

**4. APPROPRIATELY ALLOCATING RESOURCES**

Goal: The leader uses resources effectively in alignment with the district mission and vision.

ACTIONS	DEMONSTRATES EXPERTISE	MEETS STANDARDS	GROWTH EXPECTED	NOT MEETING STANDARDS
	<ul style="list-style-type: none"> <li>• Creatively leverages and maximizes resources and relentlessly and actively accesses additional resources that align to strategic priorities; variously capitalizes on the strengths of existing staff including teaming them with new teachers and using them to teach others;</li> <li>• Creatively redistributes resources or seeks flexibility to meet ongoing or newly surfaced needs even when choices are not immediately popular; assigns highly effective teachers to students most in need; is willing and able to call on others for expertise in solving complex problems</li> <li>• Builds staff capacity to maximize instructional/professional practice time and student/staff learning and to maintain focus on the school/department’s mission and vision; strategically organizes (school/department) time to support all learning and staff through a shared yearlong calendar that is aligned to school/department goals; builds the capacity of the staff to monitor and implement the calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Strategically analyzes and aligns resources of time, money, and people to innovatively support the district mission, vision and site/department goals and priorities</li> <li>• Utilizes resources to guarantee equity and access for ALL students; allocates time, money and people to support the district mission, vision, and site goals and priorities; places teachers based on qualifications and demonstrated effectiveness; seeks external resources to fill existing gaps</li> <li>• Builds and contributes to a school/department that supports staff learning and growth toward achievement of district/school goals; builds, implements, and monitors a school/department-wide calendar that allocates time effectively to support achievement of school/department goals and the learning and growth of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently analyzes and aligns resources of time, money, and people to support the district/site mission, vision and site/department goals and priorities; continues to learn about possibilities for accessing alternate district resources to support school goals</li> <li>• Focuses attention and allocation of resources primarily on management issues that negatively affect equity and access; inconsistently displays understanding of how to reassign resources to support district/site mission, vision, and site goals and priorities</li> <li>• Builds a basic calendar of instructional/professional practice with some professional learning activities; minimally monitors and implements the calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Does not analyze and align resources of time, money, and people to support the district/site mission, vision and site/department goals and priorities; rarely assesses qualifications when placing teachers; allows teachers to remain in specific grades regardless of their impact; does not seek or leverage available district resources</li> <li>• Does not utilize resources to guarantee equity and access for all students; does not properly allocate time, money and people to support the district/site mission, vision, and site goals and priorities; attributes problems to external factors and/or allows distractions to interfere with pursuit of the school’s mission and vision</li> <li>• Creates a basic calendar that changes frequently without prior planning; time is devoted to activities that are not aligned with school/department goals</li> </ul>

**LEADERSHIP STANDARD 4: APPROPRIATELY ALLOCATING RESOURCES**  
**ARTIFACTS/OBSERVABLES**

**ARTIFACTS**

- Budgets, action plans and staffing show target resources to support the district mission, vision and achievement of school/department goals are based on multiple sources of evidence to improve professional practice and student learning
- Professional learning plans for sites/departments are based on data and engaging in collaborative and job embedded learning
- School/department performance results show proficiency in identifying, gathering, and analyzing the data to determine resources needed to address gaps
- Budget, staffing and calendars reflect leaders create conditions that are both critical to their sites improvement and aligned to the professional learning
- Action plans and goals show continuous improvement in social emotional, culture and climate and academic domains
- Structures, systems, processes, and procedures re strategically aligned to ensure equity, access and inclusion for all students and staff
- Budget, action plans and staffing show all students and staff have the greatest number of opportunities from the widest array of options before, during and after the regular school/work day
- Scheduling of students, resources results in student-centered actions that reduce disproportionality in behavior and achievement results.
- Common structured time reflects individual and organizational learning based upon student/staff performance and needs within accountability learning community model
- Calendar, accountably community work products, observation notes and feedback reflect prioritization for professional learning in a data-driven instructional cycles utilizing formative assessments to frame feedback and professional learning
- Detailed daily/weekly schedule of classes, student interventions, accountable community performance results, and professional learning seminars/sessions are public and shows shared leadership is center to resources allocation
- Selection and assignment of staff match employees' skills to student/system needs based on multiple sources of evidence
- Planning calendars, lesson plans, action plans show maximizing instructional time; limits disruptions to instructional time for all staff
- Professional learning planning documents demonstrate maximizing time for improving professional practice and student learning through a variety of methods
- Student schedules, transcripts, extra and co-curricular show maximization of time, staff and funds to provide a balanced program of learning opportunities for all students; monitoring system reflects meeting needs of all students
- Agendas, funding, assignment of people or materials from business and community partners to support staff and students

**OBSERVABLES**

- Priorities and goals are narrow to ensure targeted deployment of resources for highest impact on eliminating disparity and disproportionality
- High quality induction programs with mentoring are provided on site with district support for staff new to school/department and support is provided for at least the first two years
- Schedules time throughout the year for stakeholders to engage in cycles of review to collaborate in problem solving to maximize resources to improve student outcomes
- Resources are devoted to effective short-term and long term planning to achieve goals attainment
- Time is prioritized to be spent on what is mission critical based on formative and summative data sources
- The leader skillfully leverages and celebrates the eagerness of staff to collaborate on addressing complex issues
- Uses available technology to monitor curriculum implementation for student and staff progress
- Organized instructional and non- instructional teams to meet student needs
- Delegates responsibility to a variety of staff to build capacity and a system of shared leadership
- Delegates responsibility to maintain a safe and clean environment within Safety and Security protocols
- Prioritizes funding allocations to support improving instructional program and school/department goals
- Recruitment and retention efforts for schools and department staff reflect the diversity of the community they serve
- Establishes partnerships with business and community groups to support the school/department goals
- Leaders calendar reflects active involvement in the instructional leadership

**5. EFFECTIVE COMMUNICATION**

Goal: The leader effectively communicates with all stakeholders including colleagues, staff, students, families, community and supervisors.

ACTIONS	DEMONSTRATES EXPERTISE	MEETS STANDARDS	GROWTH EXPECTED	NOT MEETING STANDARDS
	<ul style="list-style-type: none"> <li>Builds staff capacity to develop and implement a communication plan that is aligned with school/district goals and that represents diverse perspectives; helps staff build expertise in a range of processes and formats to meet the needs of all stakeholders</li> <li>Mentors staff in developing effective communication skills; provides models, opportunities for practice and coaching, and feedback to ensure high quality exchanges with all stakeholders</li> <li>Builds the capacity of the staff to meaningfully communicate with and engage families and the community in achieving school/district-wide academic goals and priorities; supports staff members in developing and sharing nuanced key messages and ensures that school/district -wide messaging is consistent</li> <li>Designs and implements 2-way communication structures with all stakeholders; strategically focuses conversations on school/district goals, vision, mission and values; builds the capacity of the staff to lead and participate in conversations and to tailor messages to the intended audience</li> </ul>	<ul style="list-style-type: none"> <li>Plans for and utilizes effective and appropriate communication processes that include key messages and essential information and support the school/district pursuit of its mission and goals</li> <li>Produces and skillfully implements varied, high quality forms of communication to address all stakeholders</li> <li>Uses effective listening, writing, speaking and non-verbal communication skills</li> <li>Partners with the school/district and local community to promote student learning by sharing explicit information about student learning expectations and identifying specific ways they can participate in and support students' learning; supports staff members' sharing of key messages and ensures that school/district-wide messaging is consistent</li> </ul>	<ul style="list-style-type: none"> <li>Creates an incomplete communication plan that outlines the school vision for a narrow audience of stakeholders and makes cursory mention of or connection to school/district goals</li> <li>Communicates limited or narrowly focused information about student learning to families and the community; occasionally identifies ways they might support students' learning; reflexively distributes others' messages for staff members to share</li> <li>Occasionally struggles to align and refine writing and speaking so that messages are clear, consistent, and compelling; listening and/or non-verbal behavior may conflict with written/spoken messages</li> <li>Complies with recommendations to share information; mechanically distributes information, often in limited formats that do not invite interaction or follow-up with stakeholders who must use the information; talks with staff about the importance of communication</li> </ul>	<ul style="list-style-type: none"> <li>Provides a limited, poorly crafted message about school/district goals and overall progress; does not engage a broad range of stakeholders</li> <li>Rarely makes time or exerts effective effort to communicate with families or the community about student learning</li> <li>Difficulties with written, spoken, and/or non-verbal communications hinder progress on school/district mission or undermine relationships with staff and stakeholders</li> <li>Rarely engages stakeholders in conversations about the school/district; rarely communicates the school's/district's goals with stakeholders; rarely supports the development of communication skills among staff</li> </ul>

**LEADERSHIP STANDARD 5: EFFECTIVE COMMUNICATION**  
**ARTIFACTS/OBSERVABLES**

**ARTIFACTS**

- Written vision, mission, beliefs, goals, school/department and individual plans for staff/students/leaders reflect high expectations for all students in daily structures and communications
- Staff surveys reflect leadership team is creating conditions that are both critical to their sites improvement and aligned to the school/department professional learning
- Student, staff, family and community surveys show high results for effective, relevant and timely communications for involvement in school/department improvement
- Displays of student work are throughout the school/department to communicate student recognition of high quality work products
- Retention data of staff and students show culture and climate of the school/department
- School improvement plan, individual/ team goals and plans for students and staff, professional learning communications, communication tools used for family/ staff/students show a clear, focused message centered on targeting continuous academic improvement in various formats throughout the year
- Variety of documents reflect the writer's writing skills complete with clarity of purpose, focused message, relevance to audience, and other quality indicators such as grammar, mechanics, spelling and word choice
- Communication sources (ie website, videos, letters, phone messages, text, etc) show student progress/outcome data reflects clear language with visuals when appropriate, is timely, solicits input and in a variety of mediums to include students, parents, teachers and other leaders regarding improvement
- Progress reports, access to grades, phone and email logs etc. show evidence of consistent and communication between families and school to ensure that every student is in school, in class, and engaged in learning every day
- Family survey's and communications report that they
  - have a variety of ways to communicate with staff
  - feel included and invested in the school
  - are given strategies and tools to support student learning outside the school day
- Calendars, school improvement plan, budget building agendas/notes, staff meetings, electronic communication, agendas show structures are in place to ensure all stakeholders have multiple opportunities to engage in a dialogue with members of school leadership

**OBSERVABLES**

- Solicits input from teacher/staff and leadership team regarding the professional learning needs and the design of the professional learning developments days
- Staff, students and families can clearly communicate what the vision and goals are of the school/department
- Develops and communicates clear expectations and responsibilities for staff in responding to school safety and student discipline matters
- Structures and processes promote effective communication and timely resolution of conflicts and concerns (ie grievances, complaints)
- School/department daily structures and communications are restated and/or modified as the year progresses
- Appropriate communication is utilized, matching purpose and audience
- Technology is utilized to enhance communication, engagement and connecting staff, students and families to improve learning environment
- Diversity is valued and supported through multiple forms of communication
- Effective verbal and visual delivery techniques are evident when information is presented
- Increased student enrollment and retention are promoted through effective communication with current and prospective parents and students
- Community dynamics and stakeholder input are considered when making decisions
- Stakeholders indicate that communications are responded to in a timely, polite, and helpful manner
- Treats all stakeholders fairly, equitably and with dignity and respect
- Responds to students, staff, community and family requests in a timely manner

## 6. SERVICE TO SITES

Goal: The district leader meets or exceeds needs and expectations of all stakeholders, specifically colleagues, staff, students, families, community and supervisors.

	DEMONSTRATES EXPERTISE	MEETS STANDARDS	GROWTH EXPECTED	NOT MEETING STANDARDS
<b>ACTIONS</b>	<ul style="list-style-type: none"> <li>Strategically plans ways to demonstrate superior customer service; establishes and nurtures relationships with stakeholders, regularly inviting feedback and suggestions</li> <li>Models and builds the capacity of the system to proactively and sustainably meet stakeholder needs through effective diagnosis, problem solving and trouble-shooting</li> <li>Generates interdependent, integrated, interdepartmental strategic plans designed to address site needs before they manifest as problems; invests personal energy in pursuing improvements in interdepartmental communication and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Provides consistent high-quality service; interacts regularly with stakeholders to ascertain ways to improve service</li> <li>Supports and builds capacity in all customers on an on-going basis; demonstrates initiative and resourcefulness in helping clients identify needs and obtain services and resources</li> <li>Supports interdependent, integrated, interdepartmental response to site needs; demonstrates personal responsibility for effective interdepartmental communication, collaboration, and follow-up</li> </ul>	<ul style="list-style-type: none"> <li>Seeks to be of service; states that customer service is important; is open to building relationships with stakeholders but has some difficulty in managing time/attention strategically</li> <li>Demonstrates a willingness to respond to customer needs; tends to handle problems personally and without extensive explanation of approaches rather than building capacity in others</li> <li>Often utilizes a silo approach when addressing site needs; struggles to identify opportunities for integrated, interdepartmental efforts or to communicate effectively across departments</li> </ul>	<ul style="list-style-type: none"> <li>Does not follow through on addressing customers' needs; does not establish service-oriented relationships with stakeholders; occasionally makes choices that undermine relationships</li> <li>Resistant to providing service or creating capacity building opportunities; actions convey the impression that the client request is an imposition or problematic</li> <li>Does not recognize, ignores, or deliberately disparages opportunities to provide integrated, interdepartmental responses to site needs; actions sometimes create problems between departments that spill onto sites</li> </ul>

**LEADERSHIP STANDARD 6: SERVICE TO SITES  
ARTIFACTS/OBSERVABLES**

**ARTIFACTS**

- School/department performance results show proficiency in identifying, gathering, and analyzing the data to determine the essential problems of practice for exceptional service to sites and actions to address those gaps
- Department and staff professional learning plans are based on data, engaging in collaborative learning experiences and show customer service goals and actions
- Student and staff surveys reflect department is creating conditions that are critical to their site improvement
- Department strategic plan is aligned to the district mission and to school/department needs and issues
- Data reports, action plans, managing changes processes with feedback built in from all stakeholders show the quality of service is systematically monitored and continuously improved
- All agenda, budgets, plans show active interest in effectively meeting school/department needs
- Performance data shows meeting or exceeding service to sites metrics
- Department conversations, agendas, communications, reports show customer service data in relation to improving student learning are evident
- Department plans and calendars show self-sustaining systems are created that support school/department needs
- Department plans show future needs based on trend data from multiple sources with the potential barriers anticipated with contingency plans developed
- Communication documents showing a pattern of customer satisfaction
- 360 feedback results for self-assessment rating and goal setting

**OBSERVABLES**

- Sites are clear on where to go for their needs and communicate consistent messages about high quality service from the department
- Every member of the department staff can communicate high quality service to sites is a priority to improve student learning
- Takes initiative and remains solutions-oriented at all times
- Responses from the leader include input from other departments
- School needs are addressed with differentiated support
- Healthy team behaviors that support accountability, performance and high expectations are demonstrated and cultivated
- Feedback and guidance are sought and responded to in a timely and professional manner
- All stakeholders' capacity is built so they can complete the same task independently in the future
- Active interest in effectively meeting school/department needs is evident