

| INSTRUCTIONAL LEADERSHIP (IL) | | | | | |
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| Uses deep master of curriculum, instruction, and assessment to ensure all students engage in learning that demonstrates high academic achievement and growth | | | | | |
| | ASSISTANT SUPERINTENDENT | PRINCIPAL | ASSISTANT PRINCIPAL | TEACHER LEADER | CENTRAL OFFICE LEADERS |
| ALIGNED INDICATORS ACROSS LEADERSHIP ROLES | (IL-AS1) DEVELOPS PRINCIPALS' INSTRUCTIONAL LEADERSHIP: Develops principals' capacity for instructional leadership; uses instructional expertise, coupled with quantitative and qualitative data, to make decisions and provide actionable feedback to improve leader and teacher effectiveness, student learning, and overall outcomes | (IL – P1) DEMONSTRATES INSTRUCTIONAL LEADERSHIP: Demonstrates expertise in curriculum, instructional methods, and assessments used to achieve consistently strong academic outcomes for all students | (IL – AP1) BUILDS INSTRUCTIONAL EXPERTISE: Builds expertise in curriculum, instructional methods, and assessments used to achieve consistently strong academic outcomes for all students | (IL – TL1) SERVES AS CONTENT-SPECIFIC INSTRUCTIONAL RESOURCE: Serves as the curricular, instructional, and assessment expert in specific content areas and provides teachers with robust content-specific support designed to improve teacher practice and achieve consistently strong academic outcomes for all students | (IL – CL1) DEMONSTRATES INSTRUCTIONAL KNOWLEDGE: Demonstrates knowledge in curriculum, instructional methods, and assessments used to achieve consistently strong academic outcomes for all students |
| | (IL-AS2) OBSERVES, ASSESSES AND COACHES: Conducts regular school-wide observations and data analyses to assess and coach principals on implementation of their instructional goals in the comprehensive school plan | (IL – P2) OBSERVES, ASSESSES AND COACHES: Regularly conducts formal and informal classroom observations of a cross-section of teachers and instructional leaders to assess the quality of instructional practices across the school and provides targeted feedback that develops teachers and instructional leaders to improve school-wide outcomes | (IL – AP2) OBSERVES, ASSESSES AND COACHES: Regularly conducts formal and informal classroom observations of a cross-section of teachers to assess the quality of instructional practices across the school and provides targeted feedback to teachers to improve school-wide outcomes | (IL – TL2) CONDUCTS CLASSROOM VISITS AND COACHES: Uses release time to support teachers in improving their practice through frequent classroom visits, targeted feedback, and other coaching and co-planning support | (IL – CL2) DEVELOPS OTHERS' SKILLS AND PROFESSIONAL CAPACITY: Develops staff, school leaders, and/or teachers through observation, feedback, coaching, professional development, and collaboration to have a shared belief and ownership in the academic success of every child; develops the capacity of staff to implement instructional vision, assessment practices, data analysis, and action planning |
| | (IL-AS3) ESTABLISHES CULTURE OF HIGH EXPECTATIONS AND DATA DRIVEN INSTRUCTION: Establishes a culture of high expectations and data-driven instruction by using relevant data and external resources to make network-wide decisions regarding curriculum, instruction, assessment, and professional development that leads to increased student outcomes | (IL – P3) ESTABLISHES CULTURE OF HIGH EXPECTATIONS AND DATA DRIVEN INSTRUCTION: Establishes a culture of high expectations and data-driven instruction by using relevant data and external resources to make school-wide decisions regarding curriculum, instruction, assessment, and professional development that leads to increased student outcomes | (IL – AP3) MAINTAINS CULTURE OF HIGH EXPECTATIONS AND DATA DRIVEN INSTRUCTION: Maintains a culture of high expectations and data-driven instruction by using relevant data to determine school-wide data trends and inform discussions regarding curriculum, instruction, assessment, and professional development | (IL – TL3) SUPPORTS CULTURE OF HIGH EXPECTATIONS AND DATA DRIVEN INSTRUCTION: Supports a culture of high expectations and data-informed instruction by using relevant data to identify and prioritize opportunities to improve curriculum, instruction, assessment, and professional development | (IL – CL 3) MAINTAINS CULTURE OF HIGH EXPECTATIONS AND DATA DRIVEN SUPPORT: Maintains a culture of high expectations by using relevant data to determine district-wide needs, and to inform discussions regarding, instruction, assessment, and professional development |
| OTHER ROLE SPECIFIC INDICATORS | (IL-AS4) MODELS EFFECTIVE DATA USAGE: Models and supports the effective use of data to make decisions, identify areas that need improvement, and providing ongoing feedback on comprehensive school plan (IL-AS5) IMPLEMENTS ASSESSMENT SYSTEMS: Implements processes to monitor and assess the effective application of the district-wide curriculum, instruction, and assessments at each school | (IL – P4) CREATES PLANNING STRUCTURES: Creates planning structures and time for all teachers and instructional leaders to collaborate on school-wide, high-impact instructional strategies; ensures leaders and teachers use individual and team planning time to create standards-based unit plans, daily lesson plans, and assessments aligned to the PA Core Standards | (IL – AP4) SUPPORTS IMPLEMENTATION OF PLANNING STRUCTURES: Supports the building of a shared understanding of high-impact instructional practices, aligned to the PA Core Standards through the implementation of rigorous and relevant curriculum and daily, unit, and long-term plans in all content areas | (IL – TL4) SUPPORTS IMPLEMENTATION OF PLANNING STRUCTURES: Supports teachers with understanding high-impact instructional practices, aligned to the PA Core Standards through the implementation of rigorous and relevant curriculum and daily, unit, and long-term plans in specific content areas | (IL – CL4) USES DATA EFFECTIVELY: Uses district and school-wide data to inform instructional decisions regarding coaching, development, and training (IL – CL5) MONITORS RELEVANT TRENDS: Stays current on pedagogical and political shifts in the sector that may impact the District's Action Plan |

| PERSONAL LEADERSHIP (PL) | | | | | |
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| Demonstrates the growth mindset, self-awareness, adaptability, and resourcefulness to inspire and achieve vision and goals | | | | | |
| | ASSISTANT SUPERINTENDENT | PRINCIPAL | ASSISTANT PRINCIPAL | TEACHER LEADER | CENTRAL OFFICE LEADERS |
| ALIGNED INDICATORS ACROSS LEADERSHIP ROLES | (PL-AS1) APPLIES GROWTH MINDSET: Applies a growth mindset to personal growth and development by actively seeking feedback; takes responsibility for behavior, mistakes, and results; and changes behavior/actions to become a more effective leader | (PL – P1) APPLIES GROWTH MINDSET: Applies a growth mindset to personal growth and development by: actively seeking feedback; taking responsibility for behavior, mistakes, and results; and changing behavior/actions to become a more effective leader | (PL – AP1) APPLIES GROWTH MINDSET: Applies a growth mindset to personal growth and development by actively seeking feedback; takes responsibility for behavior, mistakes, and results and changes behavior/actions to become a more effective leader | (PL – TL1) APPLIES GROWTH MINDSET: Applies a growth mindset to personal growth and development by actively seeking feedback; takes responsibility for behavior, mistakes, and results and changes behavior/actions to become a more effective leader | (PL – CL1) APPLIES GROWTH MINDSET: Applies a growth mindset to personal growth and development by actively seeking feedback; takes responsibility for behavior, mistakes, and results and changes behavior/actions to become a more effective leader |
| | (PL-AS2) CONSIDERS DIVERSE PERSPECTIVES: Seeks to understand the needs and motivations of leaders, teachers, students, families, and the community, and applies that knowledge when making decisions and adjusting long term plans | (PL – P2) CONSIDERS DIVERSE PERSPECTIVES: Seeks to understand the needs and motivations of leaders, teachers, students, and families and applies that knowledge when making decisions and adjusting long term plans | (PL – AP2) CONSIDERS DIVERSE PERSPECTIVES: Seeks to understand the needs and motivations of leaders, teachers, students, and families; considers a diverse set of perspectives when making decisions | (PL – TL2) CONSIDERS DIVERSE PERSPECTIVES: Seeks to understand the needs and motivations of leaders, teachers, students, and families; considers a diverse set of perspectives when making decisions | (PL – CL2) CONSIDERS DIVERSE PERSPECTIVES: Considers input and data from a diverse set of perspectives when making decisions |
| | (PL-AS3) DEMONSTRATES INTEGRITY: Demonstrates integrity by modeling and teaching high expectations for self and others to achieve network-wide vision, goals, and values | (PL – P3) DEMONSTRATES INTEGRITY: Demonstrates integrity by modeling and teaching high expectations for self and others to achieve school-wide vision, goals, and values | (PL – AP3) DEMONSTRATES INTEGRITY: Demonstrates integrity by modeling and teaching high expectations for self and others to achieve school-wide vision, goals, and values | (PL – TL3) DEMONSTRATES INTEGRITY: Demonstrates integrity by modeling and teaching high expectations for self and others to achieve school-wide vision, goals, and values | (PL – CL3) DEMONSTRATES INTEGRITY: Demonstrates integrity by modeling and teaching high expectations for self and others to achieve district-wide vision, goals, and values |
| | (PL-AS4) MODELS AND ENCOURAGES INITIATIVE AND INNOVATION: Values, encourages, and uses creative and innovative ideas to support the comprehensive school plan; creates space to allow school staff to go above and beyond typical expectations to achieve exceptional results | (PL – P4) TAKES INITIATIVE: Takes initiative, going above and beyond typical expectations, and making necessary innovations to achieve the comprehensive school plan | (PL – AP4) TAKES INITIATIVE: Takes initiative, going above and beyond typical expectations and making necessary innovations to achieve the comprehensive school plan | (PL – TL4) TAKES INITIATIVE: Takes initiative, going above and beyond typical expectations and making necessary innovations to achieve the comprehensive school plan | (PL – CL4) TAKES INITIATIVE AND MODELS INNOVATION: Takes initiative, going above and beyond typical expectations and making necessary sacrifices to achieve exceptional results; Values, encourages, and uses creative and innovative ideas to achieve the Anchor Goals |
| | (PL-AS5) ADAPTS AND COACHES PERSONAL LEADERSHIP STYLE: Adapts personal leadership style to motivate, influence, and persuade others; seeks out teachable moments to coach others to do the same. | (PL – P5) ADAPTS AND COACHES PERSONAL LEADERSHIP: Adapts personal leadership style to motivate, influence, and persuade others; seeks out teachable moments to coach others to do the same | (PL – AP5) ADAPTS PERSONAL LEADERSHIP: Understands and articulates the impact of their own strengths and weaknesses; adapts personal leadership style to motivate, influence, and persuade others | (PL – TL5) ADAPTS PERSONAL LEADERSHIP: Understands and articulates the impact of their own strengths and weaknesses; adapts personal leadership style to motivate, influence, and persuade others | (PL – CL5) ADAPTS PERSONAL LEADERSHIP: Understands their own strengths and weaknesses; takes responsibility for behavior, adapts personal leadership style to motivate, influence, and persuade others |
| OTHER ROLE SPECIFIC INDICATORS | (PL-AS6) EXHIBITS PROFESSIONALISM: Models, teaches, and coaches self-awareness, integrity, reflective practice, transparency, and ethical behavior. (PL-AS7) ENGAGES IN PROFESSIONAL DEVELOPMENT FOR SELF: Engages in professional development activities to improve their own leadership practice; learns from successes and failures; integrates feedback by adapting behavior/actions to be an effective leader; and teaches others to do the same | | | | (PL – CL6) DEMONSTRATES FLEXIBILITY: Demonstrates flexibility and tenacity when plans or situations change unexpectedly; effectively solves problems and adjusts plans to achieve goals; follows through on commitments and promises with an appropriate sense of urgency (PL – CL7) ENGAGES IN PROFESSIONAL DEVELOPMENT FOR SELF: Engages in professional development activities to improve their own leadership practice; learns from successes and failures; integrates feedback by adapting behavior/actions to be an effective leader; and teaches others to do the same |

TALENT MANAGEMENT AND DEVELOPMENT (TMD)

Recruits, selects, develops, and retains a highly effective team, fostering a culture of performance management and continuous learning that values and prioritizes staff and student learning

| | ASSISTANT SUPERINTENDENT | PRINCIPAL | ASSISTANT PRINCIPAL | TEACHER LEADER | CENTRAL OFFICE LEADERS |
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| ALIGNED INDICATORS ACROSS LEADERSHIP ROLES | (TMD-AS1) IDENTIFIES AND CULTIVATES HIGH-QUALITY TALENT: Identifies and cultivates potential high-quality principal talent; drives the process to hire new principals within their network | (TMD – P1) STAFFS EFFECTIVELY AND PRIORITIZES RETENTION: Staffs school with the high-quality leaders, teachers, and staff needed to achieve the comprehensive school plan; Creates and maintains school conditions to retain high quality talent | (TMD – AP1) SUPPORTS STAFFING AND RETENTION: Contributes to the retention of talented and valued school staff by listening to their needs and working with the principal to develop a plan to meet those needs | (TMD – TL1) SUPPORTS TEACHER RETENTION: Contributes to the retention of talented teachers by serving as a mentor, motivator, coach, and subject content facilitator | (TMD – CL1) IDENTIFIES AND STAFFS HIGH-QUALITY TALENT: Identifies and cultivates potential high-quality talent; drives or provide input into the process to hire new staff within the central office or in schools |
| | (TMD – AS2) COACHES AND TRAINS PRINCIPALS: Coaches and trains principals to reach their goals by monitoring progress, conducting formative assessments, providing feedback, and adjusting elements of the professional development plan to ensure principals meet their comprehensive school plan (TMD – AS3) DIFFERENTIATES SUPPORT: Differentiates the support given to each principal by balancing the development needs of the principal and the instructional needs of the school | (TMD – P2) LEADS TEACHER AND STAFF DEVELOPMENT: Identifies teacher, leader, and staff member strengths for maximum impact and collaborates with internal and external experts to address each person’s key areas of growth with differentiated coaching, feedback, professional development, and support | (TMD – AP2) SUPPORTS TEACHER DEVELOPMENT: Identifies each teacher’s instructional strengths for maximum impact and collaborates with principal to address each staff member’s key areas of growth with differentiated coaching, feedback, professional development, and support | (TMD – TL2) SUPPORTS TEACHER DEVELOPMENT: Develops non-evaluative individualized coaching plans for teachers and supports them in setting and meeting student learning and teacher practice goals; responds to the diverse learning needs of teachers and identifies, promotes, and facilitates varied and differentiated professional development and support | (TMD – CL2) SETS HIGH EXPECTATIONS AND PROVIDES FEECTIVE FEEDBACK: Sets high expectations by providing targeted feedback that links directly to the District’s Action Plan |
| | (TMD – AS4) MAINTAINS ACCOUNTABILITY: Holds principals accountable for achieving the comprehensive school plan while actively training and coaching them on their highest leverage areas of growth | (TMD – P3) MAINTAINS ACCOUNTABILITY: Holds staff and teachers accountable for achieving the comprehensive school plan while actively training and coaching them on their highest leverage areas of growth | (TMD – AP3) MAINTAINS ACCOUNTABILITY: Holds staff and teachers accountable for achieving the comprehensive school plan while actively training and coaching them on their highest leverage areas of growth | (TMD – TL3) SUPPORTS ACCOUNTABILITY: Provides constructive feedback on strategies to strengthen teacher practice and address student needs aligned to the comprehensive school plan | (TMD – CL3) MAINTAINS ACCOUNTABILITY: Holds staff accountable for achieving the office/team goals while actively training and coaching them on their highest leverage areas of growth |
| OTHER ROLE SPECIFIC INDICATORS | (TMD – AS5) ADJUSTS MANAGEMENT STYLE: Shifts from being a coach to a supervisor as necessary to enhance the learning of the principal; employs innovative thinking and strategic planning to create change in response to school-specific needs (TMD – AS6) LEADS AND MODELS EFFECTIVE LEARNING COMMUNITY: Establishes and models the creation of a safe and effective network learning community centered on a growth mindset, that supports peer feedback and mitigates boundaries created by experience, knowledge, and status, while promoting innovative thinking (TMD – AS7) SUPPORTS MANAGEMENT STRUCTURES: Helps principals create distributed leadership systems, and a talent development plan to meet current and anticipated school needs | (TMD – P4) DEVELOPS DATA-INFORMED DECISION-MAKERS: Develops leaders, teachers, and staff to analyze, reflect, and synthesize data and relevant information when making decisions (TMD – P5) ENABLES GROWTH MINDSET: Creates the conditions for a school-wide staff culture that embraces a growth mindset and feedback by developing the capacity of the instructional leadership team to grow teachers through observation, feedback, coaching, professional development, and/or collaboration (TMD – P6) LEADS EFFECTIVE LEADERSHIP TEAM: Identifies, develops, and retains a highly effective leadership team that has the knowledge, skills, and mindsets to keep the school driving toward its goals even in the principal’s absence | (TMS – AP4) SUPPORTS DATA-INFORMED DECISION MAKING: Assists teachers, and staff to analyze, reflect, and synthesize relevant data and information when making decisions (TMD – AP5) MAINTAINS GROWTH MINDSET: Supports the conditions for a school-wide staff culture that embraces a growth mindset and feedback by developing the capacity of the teachers to grow through observation, feedback, coaching, professional development, and/or collaboration | (TMD – TL4) ENCOURAGES DATA-INFORMED DECISION MAKING: Creates a climate of trust and critical reflection for teachers to analyze, reflect, and synthesize relevant student data from their own and other classrooms to improve teaching and student learning (TMD – TL5) MAINTAINS GROWTH MINDSET: Supports the conditions for a school-wide staff culture that embraces a growth mindset and feedback by developing the capacity of the teachers to grow through observation, feedback, coaching, professional development, and/or collaboration | (TMD – CL4) SUPPORTS DATA-INFORMED DECISION-MAKING: Assists staff to analyze, reflect, and synthesize relevant information when making decisions (TMD – CL5) MAINTAINS GROWTH MINDSET: Supports the conditions for a staff culture that embraces a growth mindset and feedback by developing the capacity of staff to grow through observation, feedback, coaching, professional development, and collaboration |

| COMMUNITY AND CULTURE (CC) | | | | | |
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| Understands and builds relationships with students, families, and all stakeholders in their school community and establishes an environment that promotes diversity, equity, and inclusivity | | | | | |
| | ASSISTANT SUPERINTENDENT | PRINCIPAL | ASSISTANT PRINCIPAL | TEACHER LEADER | CENTRAL OFFICE LEADERS |
| ALIGNED INDICATORS ACROSS LEADERSHIP ROLES | (CC – AS1) SETS RIGOROUS, EQUITABLE EXPECTATIONS: Defines, articulates, and implements rigorous and equitable academic and behavioral expectations, aligned to college and career readiness, for all students | (CC – P1) SETS RIGOROUS, EQUITABLE EXPECTATIONS: Defines, articulates, and implements rigorous and equitable academic and behavioral expectations, aligned to college and career readiness, for all students | (CC – AP1) SUPPORTS RIGOROUS, EQUITABLE EXPECTATIONS: Supports the implementation of rigorous and equitable academic and behavioral expectations, aligned to college and career readiness, for all students | (CC – TL1) SUPPORTS RIGOROUS, EQUITABLE EXPECTATIONS: Supports the implementation of rigorous and equitable academic and behavioral expectations and promotes instructional strategies that address issues of diversity and equity in the classroom | (CC – CL1) SETS RIGOROUS, EQUITABLE EXPECTATIONS: Defines, articulates, and implements rigorous academic and behavioral expectations, aligned to college and career readiness, for all students |
| | (CC – AS2) ESTABLISHES AND BUILDS POSITIVE RELATIONSHIPS: Builds relationships with all stakeholders based on common goals, trust, and mutual responsibilities | (CC – P2) BUILDS POSITIVE EXTERNAL RELATIONSHIPS: Establishes and maintains mutually beneficial relationships and partnerships based upon trust, respect, and achievement of the comprehensive school plan; proactively builds authentic relationships with families and community members by prioritizing time for meaningful engagement at the school, in students’ homes, and in the community (CC – P3) FACILITATES INTERNAL RELATIONSHIPS: Works with the leadership team to implement school-wide structures that facilitate positive relationship-building between staff members and students | (CC – AP2) BUILDS POSITIVE EXTERNAL RELATIONSHIPS: Maintains mutually beneficial relationships and partnerships based upon trust, respect, and achievement of the comprehensive school plan; proactively builds authentic relationships with families and community members by prioritizing time for meaningful engagement at the school, in students’ homes, and in the community (CC – AP3) FACILITATES INTERNAL RELATIONSHIPS: Supports the principal and leadership team to implement school-wide structures that facilitate positive relationship-building between staff members and students | (CC – TL2) FACILITATES INTERNAL RELATIONSHIPS: Supports teachers to implement class structures that facilitate trust and positive relationship-building between teachers and students | (CC – CL2) BUILDS POSITIVE RELATIONSHIPS: Consistently demonstrates respect and appreciation for others by valuing their time and contributions; Is available and responsive to staff and all stakeholder needs, and the needs of the District |
| | (CC – AS3) COMMUNICATES EFFECTIVELY: Conveys decisions to relevant stakeholders and takes follow-up actions to support the decision; effectively communicates rationale and process for making decisions to parents, leaders, teachers, and students | (CC – P4) COMMUNICATES EFFECTIVELY: Communicates in a compelling and adaptive manner that builds trust and investment of all stakeholders, promotes collaboration efforts, and welcomes different opinions and ideas even if it leads to conflict | (CC – AP4) COMMUNICATES EFFECTIVELY: Communicates in a compelling and adaptive manner to build the trust and buy-in of all stakeholders while reinforcing an environment in which people from diverse backgrounds and perspectives can succeed | (CC – TL3) COMMUNICATES EFFECTIVELY: Communicates in a compelling and adaptive manner to build the trust and buy-in of teachers and students while reinforcing an environment in which teachers and students from diverse backgrounds and perspectives can succeed | (CC – CL3) COMMUNICATES EFFECTIVELY: Conveys decisions to relevant stakeholders and takes follow-up actions to support the decisions; effectively explains rationale and process for making decisions to leaders and teachers |
| | (CC – AS4) PROVIDES DIRECTION ON CULTURAL PROFICIENCY: Creates, sustains, and monitors environments in which people from diverse backgrounds and perspectives can succeed at meeting their goals; ensures all schools have access to the full range of integrated services to meet the diverse cultural and learning needs of each student | (CC – P5) DEMONSTRATES CULTURAL PROFICIENCY: Creates and sustains an environment in which students, families, and staff from diverse backgrounds and perspectives can thrive; identifies and mitigates inequities within the school and implements systems that value and respect the diversity and culture of all students, families, and staff members | (CC – AP5) DEMONSTRATES CULTURAL PROFICIENCY: Sustains an environment in which students, families, and staff from diverse backgrounds and perspectives can thrive; identifies and mitigates inequities within the school and implements systems that value and respect the diversity and culture of all students, families, and staff members | (CC – TL4) DEMONSTRATES CULTURAL PROFICIENCY: Sustains an environment in which students, families, and teachers from diverse backgrounds and perspectives can thrive; identifies and mitigates inequities within the school and implements systems that value and respect the diversity and culture of all students, families, and staff members | (CC – CL4) DEMONSTRATES CULTURAL PROFICIENCY: Implements team or program initiatives to identify and mitigate inequities within the school or District, and to value and respect the diversity and culture of all students, families, and staff members |
| OTHER ROLE SPECIFIC INDICATORS | (CC – AS5) PREPARES PRINCIPALS TO SUPPORT SOCIAL AND EMOTIONAL WELL-BEING: Advises principals on system development to cultivate an environment that supports the social and emotional well-being of all school staff and promotes a positive relationship with families and the community (CC – AS6) ADAPTS AND RESPONDS TO RELEVANT TRENDS: Identifies and responds to societal and educational trends that affect the District and school communities | | | (CC – TL5) BUILDS COMMUNICATION CAPACITY: Models and teaches effective communication and collaboration skills with teachers, students, and families, focused on attainable, equitable outcomes for students of all backgrounds and circumstances | (CC – CL5) ENSURES ACCESS AND SUCCESS: Establishes and sustains a positive and inclusive environment in which people from diverse backgrounds and perspectives can meaningfully engage with one another and execute their work (CC – CL6) ADAPTS AND RESPONDS TO RELEVANT TRENDS: Identifies and responds to societal and educational trends that affect the District and school communities |

| VISION AND GOALS (VIS) | | | | | |
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| Articulates and implements a short- and long-term vision and strategy to ensure student success | | | | | |
| | ASSISTANT SUPERINTENDENT | PRINCIPAL | ASSISTANT PRINCIPAL | TEACHER LEADER | CENTRAL OFFICE LEADERS |
| ALIGNED INDICATORS A CROSS LEADERSHIP ROLES | (VIS – AS 1) COMMUNICATES DISTRICT’S ACTION PLAN: Communicates the District’s vision, goals, and strategies outlined in the District’s Action Plan, with all internal and external stakeholders | (VIS – P1) COLLABORATES WITH AND INVESTS STAKEHOLDERS IN DISTRICT’S AND SCHOOL’S VISION: Works with and invests leaders, teachers, students, families, and key external stakeholders in the District’s and school’s shared instructional vision, mission, values, and Anchor Goals | (VIS – AP1) SUPPORTS ARTICULATION OF DISTRICT’S AND SCHOOL’S VISION: Works with and invests leaders, teachers, students, families and key external stakeholders in the District’s and school’s shared instructional vision, mission, values, and Anchor Goals | (VIS – TL1) SUPPORTS ARTICULATION OF SCHOOL’S VISION: Works with school leadership to invest teachers, students, and families in the school’s instructional vision, mission, and values | (VIS – CL1) INVESTS OTHERS IN VISION: Inspires and gains the commitment of others towards the vision, mission, values, and the Anchor Goals, including equity for all students; shares ownership and responsibility for the program or team’s vision and goals with leaders and teachers |
| | (VIS – AS2) MONITORS AND ENSURES FIDELITY OF SCHOOL PLAN: Monitors principals’ comprehensive school plans, to ensure they are developed and implemented with fidelity and are clear, realistic, measurable, achievable, and aligned to the District’s Action Plan; facilitates the adjustment of each school’s goals as needed | (VIS – P2) DEVELOPS AND IMPLEMENTS SCHOOL COMPREHENSIVE PLAN: Leads the implementation, monitoring, and evaluation of school-wide short- and long-term strategic goals that are clear, realistic, measurable, achievable, and aligned with the District’s Action Plan; makes decisions throughout the year that empower staff to share responsibility for the school’s outcomes | (VIS – AP2) SUPPORTS COMPREHENSIVE SCHOOL PLAN DEVELOPMENT AND IMPLEMENTATION: Leads the development of key parts of the comprehensive school plan and supports its implementation, monitoring, and adjustment, with staff input and the principal’s guidance | (VIS – TL2) SUPPORTS COMPREHENSIVE SCHOOL PLAN IMPLEMENTATION: Leads department- and/or content-specific meetings to analyze classroom and school-based data, facilitate problem-solving, and maintain a unified vision for teacher practice aligned to the comprehensive school plan | (VIS – CL2) SETS AND ALIGNS GOALS TO PLANS: Establishes annual team goals that are clear, realistic, measurable, and achievable; aligns short- and long-term programmatic and coaching goals to the school’s comprehensive school plan or District’s Action Plan; makes or influences necessary adjustments to the comprehensive school plan |
| | (VIS – AS3) DEMONSTRATES HIGH EXPECTATIONS: Demonstrates high expectations in all settings by establishing goals that are responsive to school-wide data and challenge leaders, teachers, students, and self to excel | (VIS – P3) DEMONSTRATES HIGH EXPECTATIONS: Demonstrates high expectations in all settings by establishing goals that are responsive to school-wide data and challenge leaders, teachers, students, and self to excel | (VIS – AP3) DEMONSTRATES HIGH EXPECTATIONS: Works with principal, teachers, and other staff to align individual performance and development goals to the comprehensive school plan; demonstrates high expectations in all settings by setting goals that are responsive to school-wide data and challenge teachers, students, and self to excel | (VIS – TL3) DEMONSTRATES HIGH EXPECTATIONS: Demonstrates and models high expectations in all settings by setting goals that are responsive to classroom data and that challenge teachers, students, and self to excel | (VIS – CL3) DEMONSTRATES HIGH EXPECTATIONS: Demonstrates high expectations in all settings by establishing goals that are responsive to school and district-wide data and challenge self and all staff to excel |
| | (VIS – AS4) MODELS INNOVATION: Models the best practices needed to create an environment that encourages others to take initiative by designing innovative plans for school and network-wide initiatives that improve student outcomes and achieves each schools’ comprehensive school plan | (VIS – P4) INNOVATES: Creates an environment that encourages others to take initiative by designing innovative plans for classroom and school-wide initiatives that improve student outcomes and achieve the comprehensive school plan | (VIS – AP4) SUPPORTS INNOVATION: Supports an environment that encourages others to take initiative by designing innovative plans for classroom and school-wide initiatives that improve student outcomes and achieve the comprehensive school plan | (VIS – TL 4) SUPPORTS INNOVATION: Creates an environment that encourages and assists teachers to design innovative plans for classroom initiatives that improve student outcomes and achieve the comprehensive school plan | (VIS – CL4) SUPPORTS INNOVATION: Creates an environment that encourages others to take initiative by designing innovative plans for school and district-wide initiatives that improve student outcomes and make progress on the District’s Action Plan |
| | (VIS – AS5) ESTABLISHES VISION OF INSTRUCTIONAL LEADERSHIP: Collaborates with principals to articulate and refine a shared vision and understanding of effective principal instructional leadership and how the evaluation system supports the vision, mission, and goals of the school | (VIS – P5) ALIGNS STAFF GOALS TO COMPREHENSIVE SCHOOL PLAN: Aligns individual performance and development goals for leaders, teachers, and students to the comprehensive school plan; creates and uses systems to hold everyone accountable to achieving these goals | (VIS – AP5) COMMUNICATES ALIGNED PRIORITIES TO STAKEHOLDERS: Articulates the alignment between the comprehensive school plan and the District’s vision, mission, and values to internal and external stakeholders | | (VIS – CL5) COMMUNICATES ALIGNED PRIORITIES TO STAKEHOLDERS: Articulates the alignment between the office/team goals and the District’s vision, mission, and values to internal and external stakeholders |
| (VIS – AS6) ALIGNS DECISIONS TO GOALS: Makes decisions throughout the year that align with the established comprehensive school plan for each principal and school | | | | (VIS – CL6) MONITORS RELEVANT TRENDS: Keeps current on innovations in programming, especially for planning and decision-making | |

ORGANIZATIONAL AND OPERATIONAL MANAGEMENT (OM)

Manages the key resources and systems needed to ensure the effective management of school systems and operations

| | ASSISTANT SUPERINTENDENT | PRINCIPAL | ASSISTANT PRINCIPAL | TEACHER LEADER | CENTRAL OFFICE LEADERS |
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| ALIGNED INDICATORS ACROSS LEADERSHIP ROLES | (OM – AS1) ADVISES ON RESOURCES, SYSTEMS AND STRUCTURES: Advises principals to allocate school resources in alignment with the comprehensive school plan; coaches and supports principals in creating systems and structures for critical school operations | (OM – P1) DESIGNS EFFECTIVE SYSTEMS: Designs systems and manages staff to maintain and support highly functioning school-based operations such that staff members anticipate and eliminate potential barriers to teaching and learning | (OM – AP1) MANAGES SYSTEMS FOR CONTINUOUS IMPROVEMENT: Manages and recommends ways to improve the effectiveness of established school-based operational routines and procedures to eliminate any potential barriers to teaching and learning | (OM – TL1) SUPPORT SYSTEMS MANAGEMENT: Coordinates school-based operational routines and procedures as needed; acts as representative for principal or other school leaders for various school functions as necessary | (OM – CL1) ESTABLISHES SYSTEMS AND PROCEDURES: Creates clear systems, processes, and procedures to manage a team or program; uses communication systems that proactively gather input and feedback from key stakeholders on initiatives and projects |
| | (OM – AS2) DEMONSTRATES FLEXIBILITY: Demonstrates flexibility when plans or situations change unexpectedly; suggests adjustments to plans to achieve school and district goals by maximizing resources and ensuring effective management of school systems and operations | (OM – P2) DEMONSTRATES FLEXIBILITY: Demonstrates flexibility when plans or situations change unexpectedly; effectively adjusts plans to achieve school goals by maximizing resources and ensuring effective management of school systems and operations | (OM – AP2) DEMONSTRATES FLEXIBILITY: Demonstrates flexibility when plans or situations change unexpectedly; suggests adjustments to plans to achieve school goals by maximizing resources and ensuring effective management of school systems and operations | (OM – TL2) DEMONSTRATES FLEXIBILITY: Demonstrates flexibility when plans or situations change unexpectedly; advises on strategies to maximize resources and ensure effective management of classroom systems and operations | (OM – CL2) DEMONSTRATES FLEXIBILITY: Demonstrates flexibility when plans or situations change unexpectedly; suggests adjustments to plans to achieve district-wide goals by maximizing resources and ensuring effective management of school and central office systems and operations |
| | (OM – AS3) PRIORITIZES CENTRAL OFFICE REQUESTS: Prioritizes central office requests to ensure each school’s involvement is meaningful and contributes to the development of the principal as an instructional and operational leader (OM – AS4) ADVOCATES FOR SCHOOLS AND PRINCIPALS: Represents and advocates for schools and principals; connects principals to central office resources and personnel that support their comprehensive school plan | (OM – P3) PRIORITIZES EFFECTIVELY: Focuses on the critical operational details essential to keeping the school running such as risk management and compliance systems (OM – P4) MANAGES RESOURCES: Prioritizes resources (e.g., finances, equipment, time, and people) to support the school’s vision; utilizes current and untapped resources and appropriately delegates day-to-day operations to designated staff members to ensure continued focus on instruction | (OM – AP3) SUPPORTS EFFECTIVE PRIORITIZATION: Strengthens the principal’s focus on the critical operational details essential to keeping the school running, such as risk management and compliance systems (OM – AP4) MANAGES RESOURCES: Aligns resources to support the school’s vision; effectively utilizes current and untapped resources and aligns them towards achieving the comprehensive school plan | (OM – TL3) SUPPORTS EFFECTIVE PRIORITIZATION: Strengthens teacher focus on the critical details essential to keeping their classrooms running; advocates for sufficient time, preparation, and support for teachers to work individually and in teams to improve practice. | (OM – CL3) PRIORITIZES SUSTAINABILITY: Establishes systems with the long-term sustainability of the District in mind (OM – CL4) MANAGES RESOURCES: Manages time and resources effectively, prioritizing efforts according to the District’s Action Plan and Anchor Goals; promotes collaboration at all levels of the District to align and coordinate efforts |
| | (OM – AS5) COMMUNICATES EFFECTIVELY: Uses clear and streamlined communication systems to regularly communicate with central office staff, with leaders, teachers, students, and families and other school-based staff | (OM – P5) COMMUNICATES EFFECTIVELY: Uses clear and organized communication systems to regularly communicate with leaders, teachers, students, and families | (OM – AP5) COMMUNICATES EFFECTIVELY: Uses clear and organized communication systems to regularly communicate with leaders, teachers, students, and families | (OM – TL4) COMMUNICATES EFFECTIVELY: Uses clear and organized communication systems to regularly communicate with leaders, teachers, students, and families | (OM – CL5) COMMUNICATES EFFECTIVELY: Uses clear and streamlined communication systems to regularly communicate with central office and school-based staff |
| OTHER ROLE SPECIFIC INDICATORS | (OM – AS6) UNDERSTANDS REGULATIONS: Understands current local, state, and national laws, regulations, and compliance submissions | (OM – P6) ESTABLISHES CLEAR FEEDBACK LOOPS: Establishes a system for gathering ongoing feedback from the leadership team, other staff members, and students about the implementation of operational systems; makes and communicates necessary adjustments throughout the school year | | | (OM – CL6) ENSURES OPERATIONAL SUCCESS: Designs plans to achieve short- and long-term goals; ensures that the logistics and details are thoroughly considered during implementation (OM – CL7) UNDERSTANDS REGULATIONS: Understands current local, state, and national laws, regulations, and compliance submissions |