



## LEARN/ Shoreline Central Office Leadership Framework

Key Attributes of Leadership Practice	Personal Leadership Practice				Potential Evidence of Performance
Educational Leadership Practice	<b>A. Efficacy, Initiative, and Strategy:</b> Demonstrates an urgency to continuously improve and a strategy for improving outcomes for all students. Consistently applies initiative and persistence to accomplish ambitious goals.	<b>B. Feedback, Accountability and Decision Making:</b> Develops and implements systems that generate feedback for and from the school district community for accountability. Uses multiple sources of information when making decisions.	<b>C. Change Management</b> Manages resistance to change and engages the school community to maintain a consistent focus on high levels of achievement. Manages both technical and adaptive change.	<b>D. Communication and Relationships:</b> Builds trusting and positive relationships with the school community that supports the school district vision and mission	
1. Instructional Leadership					
<b>1.1 District Mission, Vision and Goals:</b> Promotes and maintains a clear instructional mission and vision for all students and staff that is shared by the district community and articulated through strategic plans.	1.1A: Develops a strategic improvement plan to guide school and departmental mission and goals. Establishes and supports a common vision of high quality instruction. Cultivates urgency and commitment to continuously improve.	1.1B: Engages broad stakeholder input into the implementation of the district strategic plan aligned to the vision, mission and goals. Uses the strategic plan in conjunction with and to shape each school’s vision, mission and goals to guide decisions.	1.1C: Uses data systems to identify district strengths and needs, assess and modify programs, and addresses barriers to achieving the vision, mission and goals. Assesses and addresses technical and adaptive needs and aligns resources to support those needs.	1.1D: Engages district staff to cultivate a shared mission and vision to guide the work of the district. Clearly communicates mission, vision, and strategic initiatives to stakeholders. Regularly shares strategic plan, actions and progress with school community/board.	Articulated District improvement plans aligned with school or departmental plans Leadership Team Meetings Professional Development Sessions
<b>1.2 District Focus:</b> Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development. Promotes organizational coherence and alignment through district focus.	1.2A: Develops an articulated theory of action for achieving district goals. Establishes clear goals and action steps related to the strengthening of curriculum, instruction, and assessment. Routinely communicates district focus to promote coherence. Develops clear and measurable indicators of progress toward district goals.	1.2B: Regularly develops and uses multiple sources of data and information to develop, monitor, and adjust instructional focus and strategic plan based on student, district and community needs. Creates systems that promote feedback based on data to improve. Uses multiple sources of data to determine priorities.	1.2C: Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress. Attends to the differentiated needs of stakeholders as the district implements the strategic plan.	1.2D: Develops shared commitment to close the achievement gap and raise the achievement of all students. Builds positive and trusting relationships and uses authority to create opportunities for shared understanding, commitment, and effort toward building student success. Advocates for resources to support improvement efforts.	District Improvement Plan Student Learning Data Professional Development Sessions Administrator meetings
<b>1.3 District Structures and Processes:</b> Develops the capacity of others to support the mission. Creates a clear structure and direction for distributed leadership. Builds the capacity of others to make decisions aligned to mission.	1.3A: Establishes district team structures and processes to support improving curriculum, instruction and assessment. Provides and aligns the support, time and resources to achieve successful implementation.	1.3B: Coaches, monitors and gives feedback to school leaders. Actively supports the distribution of leadership responsibilities. Seeks and applies feedback from key stakeholders and colleagues to guide leadership work.	1.3C: Manages leader and team growth and internal conflict and effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective. Enables staff to move from compliance to commitment.	1.3D: Builds collaborative and productive relationships with all members of the school community. Builds feedback loops, ensuring communication flows both up and down. Facilitates communication within and among key stakeholder groups. Communicates clearly and purposefully with the board/leadership.	Leadership Meetings Board meetings Team structures Formative Data Professional Development Sessions

2. Human Capital/Talent Development	A. Efficacy, Initiative and Strategy	B. Feedback, Decision Making, and Accountability	C. Change Management	D. Communication and Relationships	Sample Evidence of Performance
<p><b>2.1: Recruitment, Selection, and Retention:</b> Establishes and implements processes to recruit, select, develop, and retain effective educators needed to implement district mission and strategic plan.</p>	<p>2.1A: Develops and applies a recruitment and selection strategy that is integrated with strategic plan and applied across the schools and departments. Aligns human resources with the district vision and goals. Establishes and uses effective criteria and processes for hiring, developing, and retaining staff.</p>	<p>2.1B: Consistently uses evidence/data of effective teaching and leadership (e.g., demonstration lessons, lesson/unit plan analysis) as primary factors in recruiting and selection decisions. Involves teachers and leaders in selection processes for all instructional staff. Uses differentiated approaches to develop staff across their career.</p>	<p>2.1C: Uses multiple channels to identify the most effective leaders and teachers and strategically places them into positions based on his/her knowledge of strengths and areas for growth, considering student needs. Articulates district expectations to new hires and reinforces core values and expectations to retain staff.</p>	<p>2.1D: Creates and maintains trusting and positive relationships with teachers, administrators and staff. Builds relationships in the profession (e.g., training programs) and within district to obtain highly qualified and diverse staff.</p>	<p>Staffing Patterns Professional development re: recruitment</p>
<p><b>2.2: Professional Learning:</b> Establishes a collaborative professional learning program linked to student, classroom, and school/district data, considering both individual school and district goals.</p>	<p>2.2A: Ensures the development, implementation and evaluation of curriculum, instruction and assessment; aligns content standards, teaching, assessment, and professional development/learning opportunities. Provides support, time, and resources to engage staff in reflective practice that leads to evaluating and improving instruction.</p>	<p>2.2B: Aligns district professional development plan to strategic plan and data collected through performance evaluation and student learning information. Ensures that all staff receives feedback and aligned professional learning opportunities.</p>	<p>2.2C: Cultivates shared leadership opportunities for improving instructional practice. Addresses resistance to changes in instructional practice and cultivates commitment to the work. Models continuous learning expectations in their own practice. Keeps current with evolving trends and research in the field that supports district development.</p>	<p>2.2D: Collaborates to foster a professional learning culture through ongoing, differentiated and job-embedded professional development to strengthen teaching and learning. Actively seeks and allocates resources to build and sustain improvement. Advocates for the importance of professional learning in district development and resource allocation.</p>	<p>PD Calendar Team Meetings Board presentations</p>
<p><b>2.3: Observation and Performance Evaluation:</b> Ensures high quality, standards based instruction by building the capacity of leaders to promote the development of their staff.</p>	<p>2.3A: Collaboratively develops a shared understanding of effective performance aligned with the instructional mission and vision of the school and district.</p>	<p>2.3B: Regularly gives leaders clear, timely, and actionable feedback based on observation, school or departmental learning data and other evaluation criteria. Reviews evaluation data generated by leaders to refine/guide evaluation practices. Provides differentiated opportunities to develop staff.</p>	<p>2.3C: Uses multiple sources of data to evaluate staff and maximizes the use of district evaluation systems to promote growth. Regularly looks at a body of evidence to identify supports and make performance management decisions. Makes performance decisions that may not be popular but effect necessary change.</p>	<p>2.3D: Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary. Promotes and celebrates high quality performance and cultivates opportunities for effective staff to share their practices with others.</p>	<p>District improvement plans Observations and Evaluations Special Education Data</p>
3. Organizational Management and Operations	A. Efficacy, Initiative and Strategy	B. Feedback, Decision Making, and Accountability	C. Change Management	D. Communication and Relationships	Sample Evidence of Performance
<p><b>3.1 Management of the Learning Environment:</b> Uses all available resources to create a professional learning community and environment conducive to student and adult learning.</p>	<p>3.1A: Establishes and implements plans, procedures, and routines that ensure orderly and efficient operation of the district to support student learning.</p>	<p>3.1B: Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system. Monitors and continuously evaluates the efficacy of district systems and makes modifications as necessary to support effectiveness.</p>	<p>3.1C: Develops information systems and capacity of staff to document and access student learning progress over time. Uses information systems to ensure optimal use of time for teaching, learning, and collaboration</p>	<p>3.1D: Communicates in a regular, timely and clear manner. Develops meaningful processes for creating communication systems with stakeholders. Uses a variety of media to clarify and report on school operating and learning systems.</p>	<p>Communication samples Newsletters Schedules Office Environment Staff Surveys</p>

3.2 <b>Safety and Security:</b> Develops, Implements, and regularly evaluates a comprehensive safety and security plan	3.2A: : Implements and monitors a clear crisis management plan that is known by all staff, periodically tested, and updated as needed. Engages in appropriate decision making, communication and resource allocation for crisis or emergency situations.	3.2B Continually engages the school district community in the development, implementation and evaluation of a comprehensive safety plan aligned with the strategic plan, including the provision of appropriate health and social services.	3.2C: Is responsive to legislative or best practices to school safety and security and makes appropriate modifications to the district system. Engages school leaders in effective school practices and supports the provision of appropriate health and social services.	3.2D: Develops positive and trusting relationships with all members of the school community as well as law enforcement and first responders. Ensures that school community takes initiative and ownership to support a safe and effective learning environment	Crisis Team Plan Safety Plan
3.3 <b>Resource Management:</b> Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan	3.3A: Develops and implements a budget aligned to the district improvement plan that is transparent and fiscally responsible. Aligns staffing and human resources with district goals.	3.3B: Aligns resources based on data to address the gaps between the current outcomes and goals toward continuous improvement.	3.3C: Engages and supports individuals and school community when faced with reduced or increasing resources.	3.3D: Collaborates with multiple stakeholders to develop a fiscally responsible budget and secure necessary resources to support school and district improvement goals	Budget Spending patterns
<b>4. District Culture and Climate</b>	<b>A. Efficacy, Initiative and Strategy</b>	<b>B. Feedback, Decision Making and Accountability</b>	<b>C. Change Management</b>	<b>D. Communication and Relationship</b>	<b>Sample Evidence of Performance</b>
4.1 <b>School District Community Engagement:</b> Actively engages school leaders, staff, board, families and community partners, and other stakeholders to promote the school district mission.	4.1A: Publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.	4.1B: Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests. Establishes routines and processes to solicit feedback and input on system expectations.	4.1C: Consistently and effectively empowers leaders to use a variety of strategies to engage families as leaders and partners in decisions about improving learning. Models the district expectations in their own learning environments.	4.1D: Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community. Actively communicates the successes of the school to the broader community.	School Improvement Plan Parent Survey Parent Meetings
4.2 <b>School District Culture and Climate:</b> Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the district.	4.2A: Implements and monitors clear expectations for adult and student conduct aligned to stated values for the district and provides appropriate training for staff to uphold these expectations.	4.2B: Uses assessment strategies and research methods to collaboratively monitor district culture and climate and understand and address the diverse needs of students and community.	4.2C: Effectively anticipates and responds to challenges and conflicts and remains focused on the vision of high expectations when faced with adversity. Takes a proactive approach to defusing and resolving disagreements among stakeholders.	4.2D: Models positive relationship building and teamwork for the benefit of all students. Involves colleagues, families and the community in developing, Cultivates parent advocacy for schools and the district mission.	Observation School Improvement Plan Staff Survey SRBI Data
4.3 <b>Equitable and Ethical Practice:</b> Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.	4.3A: Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students in the broad educational community. Upholds and models equitable, ethical and inclusive practices.	4.3B: Using school district and state data, communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.	4.3C: Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students in accordance with the CT Code of Responsibility for Educators	4.3D: Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse stakeholders. Ensures an inclusive process and incorporates different perspectives and dissenting voices in decision making.	Student Learning Data SRBI Data Special Education Data

**Rate Each Performance Expectation:**

**Performance Expectation 1: Instructional Leadership:**

<p><b>Effective central office instructional leaders work in their district communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all and support the implementation of the mission through meaningful collaborative processes.</b></p> <p>Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:</p>			
<p><b>(4) Exemplary:</b> Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the district community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.</p>	<p><b>(3) Accomplished:</b> Integrates a range of personal leadership practices to provide instructional leadership to engage the district community to achieve the mission, vision, and goals for instructional improvement for students.</p>	<p><b>(2) Developing:</b> Uses some or inconsistent personal and instructional leadership practices to address some aspects of achieving the mission, vision and goals for improvement.</p>	<p><b>(1) Below Standard:</b> Applies inappropriate personal or leadership practices or implements personal or leadership practices that work against instructional improvement.</p>

**Performance Expectation 2: Human Capital/Talent Development:**

<p><b>Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.</b></p> <p>Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:</p>			
<p><b>(4) Exemplary:</b> Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches</p>	<p><b>(3) Accomplished:</b> Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.</p>	<p><b>(2) Developing:</b> Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.</p>	<p><b>(1) Below Standard:</b> Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.</p>

**Performance Expectation 3: Management and Operations:**

<p><u>Effective leaders manage and create environments that are conducive to learning and use their personal and educational leadership practices to ensure safety, security and resource management. Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:</u></p>			
<p><b>(4) Exemplary:</b> Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management</p>	<p><b>(3) Accomplished:</b> Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school district priorities.</p>	<p><b>(2) Developing:</b> Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities.</p>	<p><b>(1) Below Standard:</b> Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.</p>

**Performance Expectation 4: Culture and Climate:**

<p><u>Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.</u></p>			
<p><b>(4) Exemplary:</b> Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.</p>	<p><b>(3) Accomplished:</b> Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.</p>	<p><b>(2) Developing:</b> Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities.</p>	<p><b>(1) Below Standard:</b> Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.</p>

RATE:

**Performance Expectation 1: Instructional Leadership:**

**Performance Expectation 2: Human Capital/Talent Development:**

**Performance Expectation 3: Management and Operations:**

**Performance Expectation 4: Culture and Climate:**

**Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:**

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Central Office Leadership Framework.	Meets expectations of educational and personal leadership practices of the Central Office Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Central Office Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Central Office Leadership Framework.