



## Leadership Effectiveness through Analysis & Data

### Standard 1 – Outcome 1: World-class instructional leadership.

#### 1.1 Provides leadership in backward planning and differentiated learning opportunities

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** Proactively sets expectations, aligns resources, collaborates, inspires, supports and holds the Innovation and Development officer and the Center for Professional Development accountable for ensuring DCSD has a world class professional development system that models that which it hopes to see as laid out in CITE standards 1-3 for all staff. Models backward planning and differentiation.

**E:** Sets expectations, aligns resources, inspires, supports and holds Innovation and Development officer and the Center for Professional Development accountable for ensuring DCSD has a world class professional development system that models that which it hopes to see as laid out in CITE standards 1-3 for all staff.

**PE:** Sets expectations, aligns resources, and holds the Innovation and Development officer and Center for Professional Development accountable for ensuring DCSD has a world class professional development system.

**I:**

#### 1.2 Provides leadership in developing and implementing a world-class curriculum

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** Proactively sets expectations, aligns resources, collaborates, inspires, supports and holds World Class Education Officer and department accountable for creating, integrating, and implementing DCSD’s world class curriculum (GVC) that is grounded in current research and best practices in the 21<sup>st</sup> century and prepares students to be college, career, and citizenship ready for the 21<sup>st</sup> century. Coaches teachers and/or leaders in the implementation of the DCSD GVC.

**E:** Sets expectations, aligns resources, inspires, supports and holds World Class Education Officer and department accountable for creating, integrating, and implementing DCSD’s world class curriculum (GVC) that is grounded in current research and best practices in the 21<sup>st</sup> century and prepares students to be college, career, and citizenship ready for the 21<sup>st</sup> century.

**PE:** Sets expectations, aligns resources, and holds the World Class Education Officer and department accountable for creating, integrating, and implementing DCSD’s world class curriculum (GVC).

**I:**

#### 1.3 Models world-class teaching when appropriate

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** When appropriate, models world class instruction through professional development and graduate course offerings. Inspires, supports, and coaches coordinators, directors, teachers, and leaders toward providing a world class instruction for every student.

**E:** When appropriate, models world class instruction through professional development and graduate course offerings.

**PE:** Sets expectations, aligns resources, and holds others accountable for modeling world class teaching when appropriate.

**I:**

#### 1.4 Advocates for world class instruction for all students on a local, state, and national level

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** Proactively works to directly educate various stakeholder groups regarding the vital

components of a world class education for the 21<sup>st</sup> century. This includes other educational leaders, business leaders, and policy-makers.

**E:** Proactively works indirectly to educate various stakeholder groups regarding the vital components of a world class education for the 21<sup>st</sup> century. This includes other educational leaders, business leaders, and policy-makers.

**PE:** Reactively works to educate various stakeholder groups regarding the vital components of a world class education for the 21<sup>st</sup> century.

**I:**

### 1.5 Ensures a personalized education for unique learners

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** Proactively sets expectations, aligns resources, collaborates with, inspires, supports, and provides leadership with accountability to the Student Advocacy officer regarding providing a personalized learning opportunities for students with unique learning needs.

**E:** Sets expectations, aligns resources, supports, and provides leadership with accountability to the Student Advocacy officer regarding providing a personalized learning opportunities for students with unique learning needs.

**PE:** Sets expectations, aligns resources, and holds Student Advocacy officer accountable for providing a personalized learning opportunities for students with unique learning needs.

**I:**

## Outcome 2: Performance Assessments and Evaluation

### 2.1 Provides leadership in developing and implementing district-level staff evaluations that are implemented with fidelity, are based on a body of evidence, and employ differentiation in coaching

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** Proactively and collaboratively sets goals and expectations with district leaders that align to the strategic direction and plan for the district. Holds all district leaders accountable for appropriate progress on goals, performance on district responsibilities, and demonstrated mastery of district leadership standards through a pre, mid, post system and narrative summative evaluation.

**E:** Collaboratively sets goals and expectations with district leaders that align to the strategic direction and plan for the district. Holds all district leaders accountable for appropriate progress on goals, performance on district responsibilities, and demonstrated mastery of district leadership standards through a pre, mid, post system and narrative summative evaluation.

**PE:** Sets goals and expectations with district leaders that align to the strategic direction and plan for the district. Holds all district leaders accountable for appropriate progress on goals, performance on district responsibilities, and demonstrated mastery of district leadership standards through a pre, mid, post system and narrative summative evaluation.

**I:**

### 2.2 Holds others accountable for confidentiality, discretion and professional/ethical conduct throughout the evaluation process

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** Proactively and collaboratively sets clear expectations regarding evaluation procedures, provides support, and holds all district staff accountable directly (where applicable) and through HR/Legal (where applicable) for meeting those expectations. Proactively connects with staff through advisories, meetings, and one-on-one conversations to collect anecdotal evidence regarding the evaluation process.

**E:** Collaboratively sets clear expectations regarding evaluation procedures, provides support, and holds all district staff accountable directly (where applicable) and through HR/Legal (where applicable) for meeting those expectations. Proactively connects with staff through advisories, meetings, and one-on-one conversations to collect anecdotal evidence regarding the evaluation

process.
<b>PE:</b> Sets clear expectations regarding evaluation procedures, provides support, and holds all district staff accountable directly (where applicable) and through HR/Legal (where applicable) for meeting those expectations.
<b>I:</b>
<b>2.3 Provides leadership in creating and implementing a balanced assessment system.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> Proactively and collaboratively sets expectations, aligns resources, inspires, and provides leadership and support with accountability to the System Performance Officer and department regarding creating, integrating, and implementing a balanced assessment system that measures the DCSD GVC through quality, performance assessments.
<b>E:</b> Collaboratively sets expectations, aligns resources, inspires, and provides leadership and support with accountability to the System Performance Officer and department regarding creating, integrating, and implementing a balanced assessment system that measures the DCSD GVC through quality, assessments.
<b>PE:</b> Sets expectations, aligns resources, inspires, and provides accountability to the System Performance Officer and department regarding creating, integrating, and implementing a balanced assessment system that measures the DCSD GVC through quality assessments.
<b>I:</b>
<b>2.4 Provides leadership in developing and implementing CITE and LEAD.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> Proactively and collaboratively sets expectations, aligns resources, inspires, supports, and provides leadership with accountability to district leaders, building leaders, and teachers in creating, integrating, implementing, evaluating, and refining the CITE and LEAD evaluations.
<b>E:</b> Collaboratively sets expectations, aligns resources, inspires, supports, and provides leadership with accountability to district leaders, building leaders, and teachers in creating, integrating, implementing, evaluating, and refining the CITE and LEAD evaluations.
<b>PE:</b> Sets expectations, aligns resources, and provides accountability to district leaders, building leaders, and teachers in creating, integrating, implementing, evaluating, and refining the CITE and LEAD evaluations.
<b>I:</b>
<b>2.6</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b>
<b>E:</b>
<b>PE:</b>
<b>I:</b>
<b>Standard 3 – Outcome 3: World-class leadership in operations.</b>
<b>3.1. Recruits, hires and retains world-class staff</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> Proactively and collaboratively sets expectations and aligns resources to create a district organizational structure that meets the leadership needs of the district and is aligned to the district strategic plan. Periodically evaluates and refines structure for continuous improvement. Sets high expectations and hires district leaders who are experts in their fields and demonstrate excellence in working together in cross-departmental teams to achieve district, department, and personal goals.

**E:** Collaboratively sets expectations and aligns resources to create a district organizational structure that meets the leadership needs of the district and is aligned to the district strategic plan. Periodically evaluates and refines structure for continuous improvement. Sets high expectations and hires district leaders who are experts in their fields and demonstrate excellence in working together in cross-departmental teams to achieve district, department, and personal goals.

**PE:** Sets expectations and aligns resources to create a district organizational structure that meets the leadership needs of the district and is aligned to the district strategic plan. Hires district leaders who are experts in their fields and demonstrate excellence in working together in cross-departmental teams to achieve district, department, and personal goals.

**I:**

### 3.2 Demonstrates accountability for budget and financial management

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** Proactively and collaboratively sets expectations, aligns resources, inspires, supports, and provides leadership with accountability to the Chief Financial Officer. Collaboratively works to build an annual budget that maximizes reoccurring dollars to the staff and to the classroom, aligns dollars (resources) to the needs/goals outlined in the district strategic plan, empowers student-centered, site-based budgeting, uses district savings to fund one-time cost high level priorities, and is transparent.

**E:** Collaboratively sets expectations, aligns resources, inspires, supports, and provides leadership with accountability to the Chief Financial Officer. Collaboratively works to build an annual budget that maximizes reoccurring dollars to the staff and to the classroom, aligns dollars (resources) to the needs/goals outlined in the district strategic plan, empowers student-centered, site-based budgeting, uses district savings to fund one-time cost high level priorities, and is transparent.

**PE:** Sets expectations, aligns resources, and provides leadership with accountability to the Chief Financial Officer. Builds an annual budget that supports the district vision/mission, and is in compliance with all policies and laws.

**I:**

### 3.3 Public relations, including communications and feedback

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** Proactively and collaboratively sets expectations, aligns resources, inspires, supports, and provides leadership with accountability to the Assistant Superintendents, Community Relations Officer and Internal Communications Officer and their departments/principals regarding community and media relations. Employs a variety of communications strategies to share district information with stakeholders (i.e. district staff, service organizations, parents, students and government partners). Employs input and feedback mechanisms to gather information.

**E:** Collaboratively sets expectations, aligns resources, inspires, supports, and provides leadership with accountability to the Assistant Superintendents, Community Relations Officer and Internal Communications Officer regarding community relations. Employs a variety of communications strategies to share district information with stakeholders. Employs input and feedback mechanisms to gather information.

**PE:** Sets expectations, aligns resources, and provides leadership with accountability to the Assistant Superintendents, Community Relations Officer and Internal Communications Officer regarding community relations. Employs a variety of communications strategies to share district information with stakeholders.

**I:**

### 3.4 Supports stakeholders in understanding the unique qualities of the district

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** Proactively and collaboratively sets expectations, aligns resources, inspires, supports, and provides leadership with accountability to the Assistant Superintendents, Community Relations

Officer and Internal Communications Officer regarding information, branding, education, and communication about the district.

**E:** Collaboratively sets expectations, aligns resources, inspires, supports, and provides leadership with accountability to the Assistant Superintendents, Community Relations Officer and Internal Communications Officer regarding information, branding, education, and communication about the district

**PE:** Sets expectations, aligns resources, and provides leadership with accountability to the Assistant Superintendents, Community Relations Officer and Internal Communications Officer regarding information, branding, education, and communication about the district

**I:**

3.5 Works collaboratively to provide a world-class security and safety program for all DCSD staff and students.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** Proactively and collaboratively sets expectations, aligns resources, inspires, supports, and provides leadership with accountability to the Chief Operating Officer, Student Advocacy Officer, and district safety/security department regarding district and school safety/security including physical and psychological safety.

**E:** Collaboratively sets expectations, aligns resources, inspires, supports, and provides leadership with accountability to the Chief Operating Officer, Student Advocacy Officer, and district safety/security department regarding district and school safety/security including physical and psychological safety.

**PE:** Sets expectations, aligns resources, and provides leadership with accountability to the Chief Operating Officer, Student Advocacy Officer, and district safety/security department regarding district and school safety/security including physical and psychological safety.

**I:**

3.6

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:**

**E:**

**PE:**

**I:**

#### **Standard 4 – Outcome 4: Continuous improvement**

4.1 Completes evaluation of current state against desired state

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** Works proactively and collaboratively with staff to identify gaps between current state and desired state as defined by the district strategic plan. Works with staff to create a three-year plan to make appropriate/reasonable progress toward district goals and the board’s strategic direction. Sets expectations, aligns resources, inspires, supports, and provides leadership with accountability to the Assistant Superintendents regarding continuous improvement in all schools.

**E:** Collaboratively works with staff to identify gaps between current state and desired state as defined by the district strategic plan. Works with staff to create a three-year plan to make appropriate/reasonable progress toward district goals and the board’s strategic direction. Sets expectations, aligns resources, inspires, supports, and provides leadership with accountability to the Assistant Superintendents regarding continuous improvement in all schools.

**PE:** Directs staff to identify gaps between current state and desired state as defined by the district strategic plan. Directs staff to create a three-year plan to make appropriate/reasonable progress toward district goals and the board’s strategic direction. Sets expectations, aligns resources, and provides leadership with accountability to the Assistant Superintendents regarding continuous

improvement in all schools.
I:
4.2 Provides leadership in development and implementation of strategic plan and vision
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> Proactively and collaboratively sets expectations, aligns resources, inspires, supports, and provides leadership with accountability to all district cabinet leaders regarding the development and implementation of the district strategic plan and the board’s strategic direction/vision.
<b>E:</b> Collaboratively sets expectations, aligns resources, inspires, supports, and provides leadership with accountability to all district cabinet leaders regarding the development and implementation of the district strategic plan and the board’s strategic direction/vision.
<b>PE:</b> Sets expectations, aligns resources, and provides leadership with accountability to all district cabinet leaders regarding the development and implementation of the district strategic plan and the board’s strategic direction/vision.
I:
4.3 Uses multiple data points to assess professional development needs and impact throughout the district
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> Proactively and collaboratively sets expectations, aligns resources, inspires, supports, and provides leadership with accountability for the Assistant Superintendents, Innovation and Development Officer, Student Advocacy Officer, World Class Education Officer, and System Performance Officer regarding providing world class professional development that meets the needs of all staff and measuring the effectiveness of professional development that models and teaches the skills necessary to fully implement the district strategic plan and its components.
<b>E:</b> Collaboratively sets expectations, aligns resources, inspires, supports, and provides leadership with accountability for the Assistant Superintendents, Innovation and Development Officer, Student Advocacy Officer, World Class Education Officer, and System Performance Officer regarding providing world class professional development that meets the needs of all staff and measuring the effectiveness of professional development that models and teaches the skills necessary to fully implement the district strategic plan and its components.
<b>PE:</b> Sets expectations, aligns resources, and provides leadership with accountability for the Assistant Superintendents, Innovation and Development Officer, Student Advocacy Officer, World Class Education Officer, and System Performance Officer regarding providing professional development that meets the needs of staff and measures the effectiveness of professional development.
I:
4.4
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b>
<b>E:</b>
<b>PE:</b>
<b>I:</b>
<b>Standard 5 – Outcome 5: Modeling professionalism</b>
5.1. Stays current in world-class education trends
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> Proactively and collaboratively uses multiple sources including books, articles, webinars, professional learning communities, education experts, and others to explore and integrate best practices in education for the 21 <sup>st</sup> century. Best practice sources including research and literature



provide the backbone of the strategic plan and evaluation instruments.
<b>E:</b> In collaboration with other district and building leaders uses multiple sources including books, articles, webinars, professional learning communities, education experts, and others to explore and integrate best practices in education for the 21 <sup>st</sup> century. Best practice sources including research and literature provide the backbone of the strategic plan and evaluation instruments.
<b>PE:</b> Directs the use of multiple sources including books, articles, webinars, professional learning communities, education experts, and others to explore and integrate best practices in education for the 21 <sup>st</sup> century.
<b>I:</b>
<b>5.2 Creates and implements personal professional growth plan</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> Proactively identifies personal, leadership goals, develops a plan to achieve them, and demonstrates professional growth where appropriate.
<b>E:</b> Identifies personal, leadership goals, develops a plan to achieve them, and demonstrates professional growth where appropriate.
<b>PE:</b> Identifies personal, leadership goals and develops a plan to achieve them.
<b>I:</b>
<b>5.3 Models professional relationships with stakeholders</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> Models professionalism in all interactions with stakeholders.
<b>E:</b> Models professional relationships.
<b>PE:</b> Models professional relationships the vast majority of the time.
<b>I:</b>
<b>5.4 Demonstrates highest level of integrity and professional conduct</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> Models excellence in professional integrity by demonstrating clear, consistent communication and messaging. Models excellence in professional conduct.
<b>E:</b> Models excellence in professional integrity by demonstrating clear, consistent communication and messaging. Models professional conduct.
<b>PE:</b> Models professional integrity and conduct the vast majority of the time.
<b>I:</b>
<b>5.5</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b>
<b>E:</b>
<b>PE:</b>
<b>I:</b>
<b>Standard 6 – Outcome 6: District Leadership</b>
<b>6.1. Monitors and works to influence legislation that may impact the district on a state and national level.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> Proactively collaborates with the DCSD district lobbyist, board members, other superintendents, community, state, and national leaders and lawmakers, and other applicable stakeholders to influence and/or modify legislation in the best interest of DCSD students and in alignment with the district strategic plan.
<b>E:</b> Collaborates with the DCSD district lobbyist, board members, other superintendents, community, state, and national leaders and lawmakers, and other applicable stakeholders to

influence and/or modify legislation in the best interest of DCSD students and in alignment with the district strategic plan.
<b>PE:</b> Collaborates with the DCSD district lobbyist, board members, other superintendents, community, state, and national leaders and lawmakers, and other applicable stakeholders when asked to influence and/or modify legislation in the best interest of DCSD students.
<b>I:</b>
6.2 Collaborates nationally with other education leaders to create influential educational teams in the best interest of DCSD students.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> Proactively collaborates with leaders from various organizations and leadership positions to influence the national conversation regarding education in the 21 <sup>st</sup> century.
<b>E:</b> Collaborates with leaders from various organizations and leadership positions to influence the national conversation regarding education in the 21 <sup>st</sup> century.
<b>PE:</b> Collaborates with leaders from various organizations and leadership positions when asked to influence the national conversation regarding education.
<b>I:</b>
6.3 Represents the district in working with business leaders, law-makers, philanthropists, law enforcement, municipal leaders, and other leaders to maximize taxpayer dollars and transform American education in the interests of the students of Douglas County.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> Collaborates with stakeholders to innovate and maximize the use of taxpayer dollars in the best interest of DCSD students and community.
<b>E:</b> Collaborates with stakeholders to maximize the use of taxpayer dollars in the best interest of DCSD students and community.
<b>PE:</b> Collaborates with stakeholders to maximize the use of taxpayer dollars.
<b>I:</b>
6.4 Serve as the one employee of the board of education by learning the policy-level direction, providing advice and then implementing the board’s strategic direction and policies in the best interest of staff and students.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> Proactively and collaboratively works to understand the strategic direction of the board of education. Sets expectations, aligns resources, inspires, supports, and provides leadership with accountability to the district leadership team to create, integrate, implement, evaluate, and refine a district strategic plan and associated strategies that work to reasonably achieve the strategic goals and direction of the board on a mutually agreeable timeline.
<b>E:</b> Collaboratively works to understand the strategic direction of the board of education. Sets expectations, aligns resources, inspires, supports, and provides leadership with accountability to the district leadership team to create, integrate, implement, evaluate, and refine a district strategic plan and associated strategies that work to reasonably achieve the strategic goals and direction of the board on a mutually agreeable timeline.
<b>PE:</b> Works to understand the strategic direction of the board of education. Sets expectations, aligns resources, and provides leadership with accountability to the district leadership team to create, integrate, implement, evaluate, and refine a district strategic plan and associated strategies that work to reasonably achieve the strategic goals and direction of the board on a mutually agreeable timeline.
<b>I:</b>
6.5
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b>
<b>E:</b>



PE:
I: