DIRECTOR / SUPERVISOR FRAMEWORK

1. Management and Coaching of Instructional Staff: Effectively develops and manages talent to improve instruction.				
Indicator	**Highly Effective**	**Effective**	**Partially Effective**	**Ineffective**
1a. Evaluation Aligned to the district's Evaluation Frameworks. *Synthesizes evidence to provide an accurate assessment of employee's performance towards student mastery.*	Accurately assesses all staff's performance. Consistently describes performance over time in a concise, evidence-based narrative tied to student mastery.	Accurately assesses most staff's performance. Frequently describes performance over time in a concise, evidence-based narrative tied to student mastery.	Assesses some staff's performance accurately. Uses evidence to describe performance over time but evidence is uneven in precision and capture of ties to student mastery.	Rarely assesses staff's performance accurately or rarely describes performance over time in an evidence-based narrative. Few evaluations are tied to student mastery.
1b. Tailored Feedback and Coaching Aligned to the District's Evaluation Framework. *Gathers data and provides timely, actionable feedback and coaching aligned to expectations for effective teaching.*	Consistently provides timely, tailored, iterative, and bite-sized feedback and coaching on quality of instruction that is aligned with expectations in the district's frameworks, is informed by multiple data sources (e.g. IPDP, CAP, etc.) and ensures staff growth. Communicates feedback in a way that builds from staff strengths and elicits staff thinking and ownership over his/her development.	Frequently provides timely, tailored, iterative, and bite-sized feedback and coaching on quality of instruction that is aligned with expectations in the district's frameworks, is informed by multiple data sources (e.g. IPDP, CAP, etc.), and ensures staff growth.	Frequency of feedback and coaching is inconsistent or extensive time passes between observation and reception of feedback. Feedback is sometimes aligned with expectations in the district's frameworks. Coaching occasionally ensures staff growth.	Rarely provides timely, tailored, iterative, or bite-sized feedback and coaching on the quality of instruction or feedback is not aligned with expectations in the district's frameworks. Does not use data from multiple sources. Coaching does not result in staff growth.
1c. Coaching and Development. *Invests in the on-going growth and development of adults to improve student learning.*	Employs effective and differentiated strategies in individual and group professional development that demonstrate knowledge of adult learning. Individual and group professional development results in the growth of all staff as a group and as individuals.	Employs effective and differentiated strategies in individual and group professional development that demonstrate knowledge of adult learning.	Inconsistently employs effective strategies in individual or group professional development. Strategies are not consistently differentiated or do not reflect knowledge of adult learning.	Ineffectively employs strategies for individual or group professional development. Strategies are not differentiated or do not reflect knowledge of adult learning.
1d. Differentiated Management. *Strategically retains effective staff,, anticipates openings and implements a rigorous selection and hiring process.*	Leverages systems to select, hire, and support effective staff members. Maximizes staff strengths and skills by strategically placing them in roles that will best support student learning. Develops or manages out ineffective staff. Develops strategies to retain high performing staff.	Leverages systems to select, hire, and support effective staff members. Maximizes staff strengths and skills by strategically placing them in roles that will best support student learning. Develops or manages out ineffective staff.	Leverages systems to select, hire, and support staff members, but does not differentiate to focus on effective staff members. Sometimes develops or manages out ineffective staff.	Leverages ineffective or no systems to select, hire, support or retain staff members. Develops or manages out few staff or inappropriately uses the budget process to move out ineffective staff members. Does not recognize effective staff.
1e. Goal Setting. *Establishes appropriate, specific, and measurable goals for coaching and adults' growth.*	Specific and measurable goals are established that reflect appropriate adult growth areas. Goals are developed in collaboration with school leadership to ensure that adult support is strategic and integrated with school-wide vision. Goals are clearly communicated to relevant stakeholders.	Specific and measureable goals are established that reflect appropriate adult growth areas. Goals are developed in collaboration with school leadership and are clearly communicated to relevant stakeholders.	Some goals are established to reflect appropriate adult growth areas. Goals are inconsistently developed in collaboration with school leadership and may not be communicated clearly to relevant stakeholders.	Insufficient goals are established, or established goals do not reflect appropriate adult growth areas. Goals are developed in isolation and/or are not communicated to relevant stakeholders.

1f. Planning. *Plans coaching in a coherent sequence leading to adult mastery of skills and content.*	Creates a comprehensive, objectives-based, sequenced plan aligned with program goals. Appropriate and innovative resources are identified in the plan.	Creates an objectives-based, sequenced plan aligned with program goals. Appropriate resources are identified in the plan.	A limited plan is in place. Some activities and services included in the plan are objectives-based, sequenced and aligned to program goals. Limited or only somewhat appropriate resources are identified in the plan.	No plan or an insufficient work plan is in place. Activities and services are not included or are not aligned to program goals. No resources or inappropriate resources are identified in the plan.
Overall Rating based on preponderance of evidence	**Highly Effective** **4**	**Effective** **3**	**Partially Effective** **2**	**Ineffective** **1**

2. Curriculum, Assessment and Instruction: Effectively uses curriculum and assessment tools to advance standards aligned instruction.				
Indicator	Highly Effective	Effective	Partially Effective	Ineffective
2a. Promote Standard Mastery. *Demonstrates a high-level knowledge of the appropriate standards, and ensures school-wide focus on the standards.*	Demonstrates a deep understanding of student mastery of appropriate standards. Fosters a school-wide focus on the mastery of these standards. Nearly all staff members demonstrate knowledge of what it takes to attain mastery of these standards and use effective tools to ensure students meet standards.	Demonstrates an understanding of student mastery of appropriate standards, fosters a school-wide focus on the mastery of these standards, and ensures effective tools, systems and supports are in place to help students meet these standards.	Demonstrates a limited understanding of student mastery of appropriate standards with limited attempt to foster a school-wide focus on the mastery of these standards. Some tools, systems and supports are in place to meet those standards, but they are of inconsistent effectiveness.	Does not demonstrate an understanding of student mastery of appropriate standards or does not attempt to foster a school-wide focus on the mastery of these standards. Limited or no tools, systems and supports are in place to meet those standards.
2b. High-Quality, Grade-Level Materials. *Ensures rigorous curricular materials, text and instructional strategies are aligned with appropriate standards and with each other.*	Ensures effective selection and use of texts, supplemental resources and curricular adaptations to support effective instruction. Facilitates collaboration with other school teams to ensure rigor and alignment across the district.	Ensures effective selection and use of texts, supplemental resources, and curricular adaptations to support appropriate instruction.	Inconsistently ensures effective selection and use of texts, supplemental resources, and curricular adaptations.	Does not supplement or make adaptations to curriculum or adaptations are not supportive of appropriate, aligned instruction.
2c. Planning Aligned to Appropriate Mastery. *Implements building-wide systems to ensure staff members are creating effective unit and lesson plans aligned to each other and to best-in-class resources.*	Ensures effective processes for standards aligned unit and lesson planning are in place and used school-wide. All staff members share plans and systems for unit and lesson planning.	Ensures effective processes for standards aligned unit and lesson planning are in place and used school-wide.	Inconsistently ensures processes for standards aligned unit and lesson planning are in place. Systems may not be used consistently school-wide or may be of varying effectiveness.	Does not ensure or use processes for standards aligned unit and lesson planning or systems are ineffective.
2d. Measures for Appropriate Mastery. *Ensures high quality, effective tools to assess and monitor student mastery of standards.*	Consistently engages staff teams in data cycles of assessment that result in adjustments to instruction. Tracks progress to student mastery through analysis of assessment data. Employs a variety of tools to assess and monitor student mastery.	Frequently engages staff teams in data cycles of assessment that result in adjustments to instruction. Tracks progress to student mastery through analysis of assessment data.	Sometimes engages staff teams in data cycles of assessment. Does not always ensure adjustments are made in response to data. Irregularly tracks progress to student mastery through analysis of assessment data.	Does not engage staff teams in data cycles of assessment. Does not or inconsistently tracks progress to student mastery through analysis of assessment data. Adjustments are not made in response to data.
2e. Interventions. *Designs and implements differentiated interventions.*	Uses data to identify and support interventions for all students. Consistently ensures the use of strengths-based interventions.	Uses data to identify and support interventions for most students, whether or not they are making progress. Frequently ensures the use of strengths-based interventions.	Identifies and supports interventions for some students, whether or not they are making progress. Encourages the use of strengths-based interventions.	Identifies and supports interventions for few or no students. Rarely addresses strengths-based interventions.
Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1

3. Culture of Achievement: Creates a culture of excellence that permeates every department, environment and school.				
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
3a. High Expectations *Models and fosters high expectations for students, teachers, administrators, families, and other stakeholders*	Consistently promotes and displays high expectations for achievement and behavior for all constituents. Regularly models behaviors, attitudes, and language that demonstrates high expectations	Often promotes and displays high expectations for achievement and behavior for most constituents. Regularly models behaviors, attitudes, and language that demonstrates high expectations	Promotes high expectations for achievement and behavior for some constituents. Occasionally models behavior or language that demonstrates high expectations.	Does not promote high expectations for achievement and behavior. Does not model behavior or language that demonstrates high expectations
3b. Adult Efficacy. *Promotes adult ownership of development goals and facilitates adult leadership and development.*	Demonstrates knowledge of all/nearly all schools' development goals and implements a plan to support all/nearly all schools in progressing toward relevant goals. Promotes school teams' ownership of their own development.	Demonstrates knowledge of most schools' development goals and implements a plan to support most schools in progressing toward relevant goals. Promotes school teams' ownership of their own development.	Demonstrates knowledge of development areas for some schools. Supports some schools in progressing toward relevant goals. Promotes schools' ownership of their own development.	Does not demonstrate knowledge of schools' development areas and does not or rarely promotes schools' ownership of their own development.
3c. Adult Learning. *Models principles of adult learning, including connecting coaching to previous learning and providing real-time coaching.*	Demonstrates deep knowledge of adult learning. Consistently models principles of effective adult learning in coaching practices.	Demonstrates knowledge of adult learning. Frequently models principles of effective adult learning in coaching practices.	Demonstrates limited knowledge of adult learning. Sometimes models principles of effective adult learning in coaching practices.	Does not demonstrate knowledge of adult learning. Rarely or never models principles of effective adult learning in coaching practices.
3d. Mission and Vision. *Inspires a collective sense of urgency among all stakeholders toward fulfilling the mission and vision of the district.*	Demonstrates full understanding and implementation of the district strategic plan and communicates that understanding to stakeholders. Consistently promotes the vision and mission of the district in interactions.	Knows most elements of the district strategic plan and communicates that understanding to stakeholders. Promotes the vision and mission of the district in most interactions.	Has a limited understanding of the district strategic plan. Infrequently promotes the vision and mission of the district.	Minimal knowledge of the district strategic plan. Does not promote the vision and mission of the district.
3e. Promote equity and inclusion *Promotes and supports inquiry based culturally responsive and student centered learning opportunities through the equitable distribution of resources.*	Possesses a profound disposition for the promotion of equitable distribution of resources and supports based on student needs.	Often promotes equitable distribution of resources and supports based on student needs.	Occasionally promotes equitable distribution of resources and supports, but is not always based on student needs.	Does not promote equitable distribution of resources and supports,
Overall Rating based on preponderance of evidence	**Highly Effective** **4**	**Effective** **3**	**Partially Effective** **2**	**Ineffective** **1**

4. Transformational Leadership: Maintains relentless focus on improving student outcomes through planning, relationships, and personal responsibility.				
Indicator	**Highly Effective**	**Effective**	**Partially Effective**	**Ineffective**
4a. Personal Responsibility and Relentless Drive for Achievement. *Demonstrates resiliency in the face of obstacles and results-orientation in improving student outcomes.*	Demonstrates on-going persistence and relentless focus to improve student outcomes. Continuously calibrates and adjusts approach to reach goals. Achieves majority of goals.	Treats most challenges as opportunities and takes responsibility for student outcomes. Innovates and adjusts when plans have not proved successful.	Responds constructively to some disappointing moments, but has inconsistent persistence for on-going challenges. Sometime loses focus on student outcomes or does not adjust plans regularly.	Demonstrates defeatist reactions to challenges. Allows disappointments or failures to take focus away from student outcomes. Does not adjust plans when unsuccessful.
4b. Strategic Thinking. *Creates a plan and develops systems to track priorities with measurable targets. Makes strategic decisions to advance goals.*	Effectively breaks annual goals into milestones and maps action plans to milestones. Consistently adapts strategy and thinking based on progress toward weekly and monthly milestones. Uses multiple sources of data to align, manage, and modify goals and resources.	Effectively breaks annual goals into milestones and maps action plans to milestones. Adapts strategy and thinking based on progress toward weekly and monthly milestones.	Breaks annual goals into milestones and maps action plans to milestones. Sometimes adapts strategy and thinking based on progress toward weekly and monthly milestones.	Does not or ineffectively breaks annual goals into milestones and maps action plans to milestones. Rarely adapts strategy and thinking based on progress toward weekly and monthly milestones.
4c. Change Management. *Demonstrates an understanding of change processes and manages change effectively.*	Effectively tailors approach to address multiple reactions and to support staff through change. Is successful at leading all staff through change initiatives. Strategically makes tough decisions to manage the change process.	Effectively tailors approach to address multiple reactions and to support staff through change. Is successful at leading most staff through change initiatives.	Sometimes tailors approach to address multiple reactions, with mixed results. Sometimes makes tough decisions to manage the change process.	Rarely tailors approach to address multiple reactions or to support staff through change. Does not make tough decisions to manage the change process.
4d. Demonstrates Impact. *Uses data to demonstrate the impact of coaching on staff.*	Articulates specifically and with substantial evidence whether staff and the school community have progressed toward development goals, and how/to what extent they have progressed.	Articulates with evidence, whether staff and the school community have progressed toward development goals, and how/to what extent they have progressed.	Articulates with some evidence whether staff and the school community have progressed toward development goals, and how/to what extent they have progressed.	Has little or no evidence to show whether staff and the school community have progressed toward development goals, and how/to what extent they have progressed.
Overall Rating based on preponderance of evidence	**Highly Effective** **4**	**Effective** **3**	**Partially Effective** **2**	**Ineffective** **1**

5. Organizational Leadership: Implements systems and processes to effectively manage operations				
Indicator	**Highly Effective**	**Effective**	**Partially Effective**	**Ineffective**
5a. Quality and Management of Teams. *Manages a team to meet goals.*	Ensures the right people are in Cabinet or team positions, and that they are empowered to lead in their assigned area. Creates mechanisms for collaboration towards shared goals.	Ensures that the right people are in Cabinet or team positions, and that they are empowered to lead in their assigned area or position.	Ensures that the right people are in Cabinet or team positions, but systems do not always encourage collaboration. Cabinet or team members are sometimes empowered to lead, with mixed results.	Cabinet or team members make minimal contributions to the school's goals. Systems limit collaboration or systems do not exist. Feedback is rarely shared.
5b. Organizational Systems *Employs organizational systems to implement plans towards achievement goals.*	Develops systems to effectively monitor goals and manage staff, time and operational priorities. Systems support forecasting of challenges.	Develops systems to effectively monitor goals and manage staff, time and operational priorities.	Develops some systems to monitor goals and manage staff, time and operational priorities. The systems are sometimes effective.	Develops no systems or ineffective systems to monitor goals and manage staff, time and operational priorities.
5c. Communication and Interpersonal Skills. *Listens and communicates effectively and strategically based on the situation, audience and needs.*	Builds rapport with stakeholders and staff by listening, tailoring all messages, and ensuring ideas are understood. Manages nearly all conflicts to positive resolution. Works to transform disagreement and dissent into opportunities for mutual gain.	Builds rapport with stakeholders and staff by listening, tailoring most messages, and ensuring ideas are understood. Manages most conflicts to positive resolution and does not avoid difficult conversations.	Builds rapport with stakeholders and staff by listening, tailoring some messages, and ensuring ideas are understood. Manages some conflicts to positive resolution but sometimes avoids difficult conversations.	Infrequently builds rapport with stakeholders and staff by listening, tailoring messages, and ensuring ideas are understood. Unsuccessfully manages conflicts or avoids difficult conversations. Messages are not differentiated or do not reach the intended audience.
5d. Data Transparency. *Uses and shares data to support students.*	Consistently collects and uses qualitative and quantitative data to support student academic and social emotional growth. Works with staff to translate and share data in a format that ensures student and family access and understanding. Facilitates district-wide review and reflection of data to evaluate effectiveness of strategies.	Frequently collects and uses qualitative and quantitative data to support student academic and social emotional growth. Works with staff to translate and share the data in a format that ensures student and family access and understanding.	Sometimes collects and uses qualitative and quantitative data to support student academic and personal growth. Infrequently works with staff to translate and share the data. Data is not consistently shared in a format that ensures student and family access and understanding.	Rarely collects and uses qualitative and quantitative data to support student academic and social emotional growth. Inconsistently works with staff to translate and share the data. Data does not ensure student and family access and understanding.
Overall Rating based on preponderance of evidence	**Highly Effective** **4**	**Effective** **3**	**Partially Effective** **2**	**Ineffective** **1**