

# LEAD FRAMEWORK



DENVER  
PUBLIC  
SCHOOLS | Leadership Excellence  
and Development



# LEAD GROWTH & PERFORMANCE SYSTEM OVERVIEW

DPS believes that strong school leaders are one of the most important factors in helping us achieve our vision that Every Student Thrives, not by accident, but by design. In order to ensure we are finding, growing, retaining and amplifying the impact of great school leaders in DPS as well as the development of successful instructional leadership teams, DPS is committed to providing the supports, resources and tools to define what strong school leadership looks like and to empower leaders to develop these qualities in themselves and at their schools. The LEAD Growth & Performance System is one of those supports.

## About the LEAD Growth & Performance System

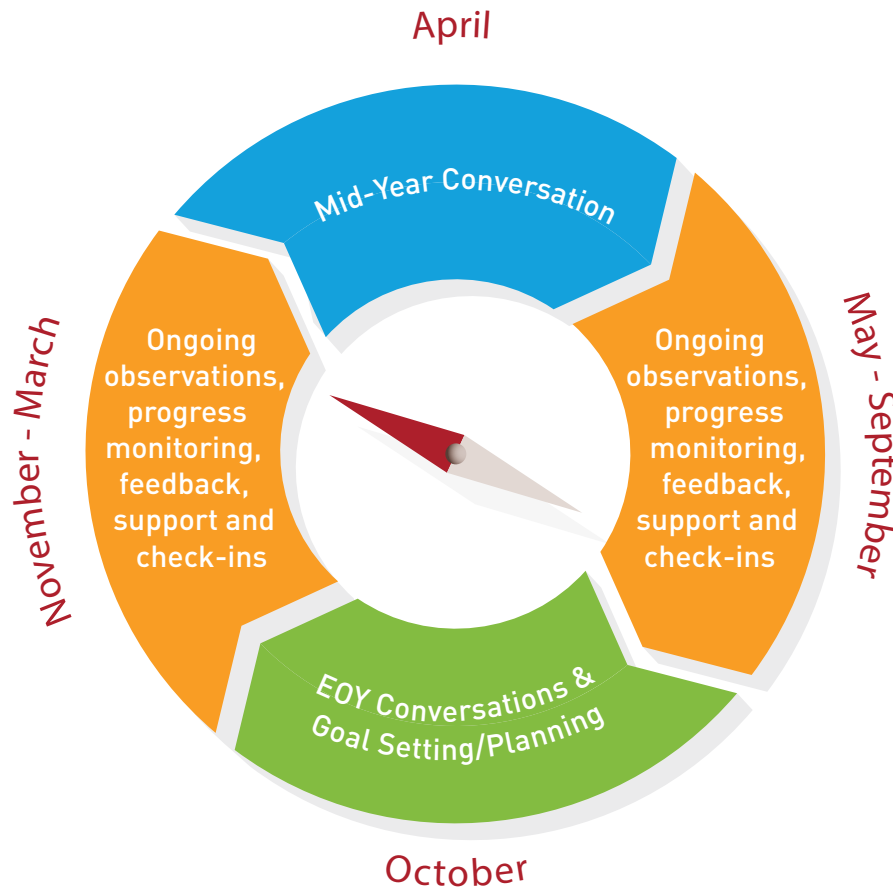
The LEAD Growth & Performance System for school leaders puts an intentional focus on growing and developing great leaders by helping to guide learning and continuous improvement. Nationally researched turnaround competencies have been cross-walked with, and are embedded in, the LEAD Framework. Embedding these competencies directly in the Framework supports the continuous improvement of leaders and helps identify potential candidates and development opportunities for turnaround leadership. The LEAD Growth & Performance System was developed with input from school leaders and their managers for the purpose of defining excellent leadership and providing clear expectations for what it looks like in DPS. This system is aligned to state and national standards for school leaders and is designed to address the needs of our diverse urban school district. The LEAD Growth & Performance System is grounded in the LEAD

Framework which defines what excellent school leadership looks like. Using the framework, multiple measures of performance, and professional discretion and expertise, school leader managers use the system to provide school leaders with a holistic view of their practice and guide them to professional learning opportunities that will support their growth and development as a leader. The LEAD Growth & Performance System aligns closely with our teacher-focused growth and performance system Leading Effective Academic Practice (LEAP) and the Special Service Providers Growth and Performance System. Together, the systems support the growth of all educators in every school.

## Leadership in Denver Public Schools (DPS)

In DPS, we empower school leaders to shift the way they organize their teams to better support teacher feedback and development and, thus, student growth and achievement. With distributive leadership, rather than having all instructional leadership responsibility embedded in a single role, the charge of fostering instructional excellence is entrusted to a team of highly effective school leaders, who receive support and development that empowers them to work closely with teachers every day. The LEAD Growth & Performance System applies to Principals, Assistant Principals and Leaders of Others (e.g., Deans).

# LEAD GROWTH & PERFORMANCE CYCLE



Monitoring and motivating growth and performance requires ongoing observations, progress monitoring, feedback, support, and check-ins.

## Responsibilities & Action Items

### ALL LEADERS (Principals, Assistant Principals and Leaders of Others)

- Familiarize yourself with the competencies related to your role in the LEAD Framework.
- Read through the career stallers and contemplate any possible roadblocks to your personal growth.
- Collect ongoing evidence of your growth and performance throughout the year.
- Reflect on your goals.
- Complete LEAD Self Evaluation at the end of the performance cycle.
- Select learning to support your growth goals.

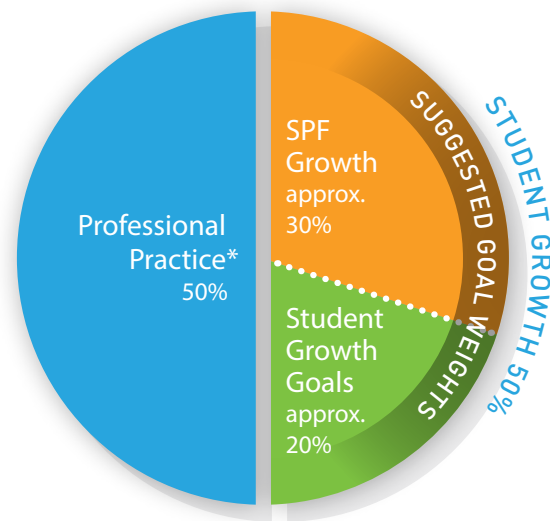
### MANAGERS OF LEADERS

- Calibrate with leaders you manage on expectations and evidence to demonstrate effectiveness against the LEAD Framework.
- Plan for and conduct mid-year and end-of-year performance conversations.
- Inform leaders of LEAD performance cycle and aligned progress monitoring timeline.

# GROWTH & PERFORMANCE REVIEWS

## MULTIPLE MEASURES OF GROWTH & PERFORMANCE

Principals, assistant principals, and leaders of others' performance evaluation consists of the following measures:



\*Measured by the School Leadership Framework - see chart on page 5

This LEAD Framework reflects both the competencies and the indicators of the LEAD Framework and includes scoring guidance by drilling down into the Evidence of Impact and providing even further clarity on what effectiveness looks like, to assist in the process of determining a competency rating and guiding growth conversations. A leader's performance is rated for each of the six competencies; they may earn a score from 1 (not meeting) to 7 (distinguished). The LEAD Framework provides guidance for ratings, across four performance bands: not meeting, approaching, effective and distinguished with aligned scores.

This resource focuses on guiding feedback and support for DPS leaders to inspire higher performance and clearly communicate the level of excellence DPS expects from its leaders. It should be used to develop personal development plans for the year, monitor progress, and calibrate on performance.

**Body of Evidence.** Managers should utilize a robust body of evidence in scoring leaders that includes continuous improvement processes, coaching conversations, observations, school/classroom visits, walk throughs, survey data, CollaboRATE feedback, informal feedback, staff and community input, 1:1 meetings, goals, the schools strategic plan, the Black Excellence Plan and professional practice and assessment data.

**Selecting a Score.** With most ratings, there is a numeric score range to choose from. The lower of the two numbers in any given range is an indication that what is listed, is observed. If what is observed indicates progress or positive movement in the right direction, consider assigning the higher of the two numbers. Career stallers can also be helpful in determining when a lower score may be warranted. A good rule of thumb for a distinguished (7) score is that what is observed is so highly effective that the systems and processes are not dependent on the leader and the behaviors of the leader could be a model for the district.



# COMPETENCY PROGRESSION

|                                      | PRINCIPAL   | ASST. PRINCIPAL   | LEADERS OF OTHERS  |
|--------------------------------------|---|---|--|
| <b>INSTRUCTIONAL EXPERTISE</b>       | Builds, develops and empowers the school's Instructional Leadership Team to ensure all students engage in joyful, rigorous, and personalized learning and demonstrate high academic achievement | Builds the capacity of team leads and/or teachers to ensure all students engage in joyful, rigorous, and personalized learning and demonstrate high academic achievement                | Develops and/or influences a team of educators' ability to deliver joyful, rigorous and personalized instruction that leads their students to high academic achievement                  |
| <b>VISION &amp; STRATEGY</b>         | Drives a schoolwide compelling vision of equity through strategic planning, change leadership and school improvement, and innovative practices  | Implements and invests stakeholders in the school's vision through strategic planning, change leadership and school improvement, and innovative practices                               | Invests others in the school's vision through strategic planning, change leadership and innovative practices   |
| <b>PEOPLE &amp; CULTURE</b>          | Recruits, selects, retains and grows a highly effective leadership team and staff, developing a culture of continuous learning that maximizes staff and student morale and performance          | Selects, retains and grows a highly effective team of teachers and/or leaders, developing a team culture of continuous learning that maximizes staff and student morale and performance | Supports efforts to grow key talent and develop a culture of continuous learning that maximizes staff and student morale and performance   |
| <b>COMMUNITY &amp; EQUITY</b>        | Leads a positive, inclusive school community that supports the development of the Whole Child and meaningfully engages students, families and community members                                 | Develops a positive, inclusive school community that supports the development of the Whole Child and meaningfully engages students, families and community members                      | Contributes to and/or develops a positive, inclusive school community that supports the development of the Whole Child and meaningfully engages students, families and community members |
| <b>PERSONAL &amp; VALUES</b>         | Inspires others through values-driven, reflective and resilient leadership  | Models values-driven, reflective and resilient leadership   | Demonstrates values-driven, reflective and resilient leadership  |
| <b>OPERATIONS &amp; ORGANIZATION</b> | Achieves school goals by driving results, maximizing resources and ensuring effective management of school systems and operations   | Achieves schoolwide and/or team goals by driving results, maximizing resources, and ensuring effective management of school and/or team systems and operations                          | Achieves team and/or program goals by driving results, maximizing resources and ensuring effective management of systems and operations  |

# ELA PROGRAM IMPLEMENTATION RATING (for Principals only):

ELA impact is measured within the School Leadership Framework. Principals receive a separate ELA program Implementation Rating as part of their annual LEAD evaluation. This rating is determined through consideration of the school's ELA Program Review, ELA Service Plan, and ELA Program Implementation Evidence of Impact.

The ELA Program Review is completed in the spring by the ELA department and the ELA program implementation rating is assigned **by the Regional Instructional Superintendent/Regional Assistant Instructional Superintendent (RIS/RAIS) during end-of-year ratings.**

The [Consent Decree](#) supports and guides School Leader efforts to use efficient and effective techniques to provide students with multilingual skills they need to meaningfully and equally participate in school. The criteria outlined in the effective rating highlight the minimum requirements set within the Consent Decree. If a leader does not receive a distinguished ELA Program Implementation Rating, one of their LEAD professional practice goals must have an ELA focus. The goal should be focused on ELA data areas where the school has an opportunity for growth (ESP) and aligned to the UIP and School Strategic Plan (see [example LEAD ELA goals](#)).

## Rating Key Components

- [ELA Program Review \(EPR\)](#) (40%)
- [ELA Service Plan \(ESP\)](#) (40%)
- ELA Program Implementation Evidence of Impact (20%)

## Evidence of Impact:

*(Includes domains of the EPR, ESP, & LEAD ELA PP Goals)*

- Sets, monitors, and achieves ELA focused LEAD goals designed to close gaps identified in the ELA Program Review
- Strategically utilizes time, people, and resources to implement and monitor School/Leader ELA service goals
- ISA Team identifies, progress monitors, and redesignates MLLs within the required time frame utilizing an appropriate body of evidence
- MLLs are scheduled in alignment with their PPF, and in-program MLLs receive at least 45 minutes of daily (or 225 minutes weekly) dedicated, research-based ELD instruction as evidenced by the master schedule, ELD scheduling report, and documentation of student language development in ELD
- MLLs receive supported content instruction and acquire grade-level proficiency as evidence by:
  - Assessment resulted in literacy and math disaggregated for MLLs
  - Access trajectory and growth
- Staffing and instructional coaching supports effective ELA programming as evidenced by:
  - Observations, coaching, and professional development focused on best practices for integrated content language development and culturally responsive education
  - Attendance and behavior data is proportionate between MLLs and non-MLLs
- [Language Allocation Guidelines \(LAG\)](#) are implemented with fidelity
- Families of MLLs are informed of essential school information in all languages served by the school community, and have a forum for feedback about ELA programming via at least two PAC meetings annually.

# ELA PROGRAM IMPLEMENTATION RATING (for Principals only):

| NOT MEETING  | APPROACHING  | EFFECTIVE   | DISTINGUISHED   |
|--|--|---|---|
| <p>ELA Program Review (EPR) = <b>Does Not Meet</b><br/>           ELA Service Plan (ESP) = <b>Off-Track</b></p> <p><b>Few/limited</b> evidence of impact look fors are present</p> | <p>ELA Program Review (EPR) = <b>Does Not Meet/Approaches</b></p> <p>ELA Service Plan (ESP) = <b>Inconsistently Implemented/Off-Track</b></p> <p>Evidenced by a DNM ELA Program Review AND consistent implementation of a Service Plan to remedy identified areas of concern.</p> <p>OR</p> <p>Evidenced by an Approaching ELA Program Review AND inconsistent implementation of a Service Plan to remedy identified areas of concern.</p> <p><b>Some</b> evidence of impact look fors are present</p> | <p>ELA Program Review (EPR)= <b>Meets</b></p> <p>ELA Service Plan (ESP) = <b>On-track/Complete</b></p> <p>Evidenced by a 'Meeting' ELA program review OR an 'Approaching' ELA program review and implementation of ELA Service Plan that remedies areas of concern.</p> <p><b>Most</b> evidence of impact look fors are present</p> <p>*Consent Decree minimum requirements</p> | <p>In addition to "Effective":</p> <p>ELA program requirements exceed Consent Decree requirements</p> |

## EXAMPLE ELA GOALS:

| GOAL   | EPR INDICATOR | LEAD TAG                         | GOAL TYPE |
|--|---------------|----------------------------------|-----------|
| By May 2022, all teachers will show an increase in implementation of active monitoring and differentiation of multilingual students as measured by progress monitoring for language in content, backward planning sessions and plans, and observation/feedback notes   | 2B            | LEAD: ELA Program Implementation | Long Term |
| During the 21-22 academic year (any by October 2022), in order to help students access the multilingual language skills they need to meaningfully and equally participate in mainstream instructional programs, 99% of students will be correctly placed in ELA services   | 1B            | LEAD: ELA Program Implementation | Long Term |
| 99% of students will be enrolled in ELD supported classes  | 2A            | LEAD: ELA Program Implementation | Long Term |
| MLLs will outperform or match performance of non-MLLs in reading; in status and growth of CSLA. This will be accomplished by the change to guiding reading structure from mixed groups across grade levels to staying within grade level. Use of support staff for small group instruction. Will use Hagerty and Words Your Way as an intervention for phonics/spelling/language intervention. Implementation of a school wide data wall to track reading for all students, including MLLs. Strategic placement of students for LOA. | 2C            | LEAD: ELA Program Implementation | Long Term |
| 98% of all ISA Forms will be submitted and processed on time   | 1A            | LEAD: ELA Program Implementation | Long Term |



# PRINCIPAL: INSTRUCTIONAL EXPERTISE

| INSTRUCTIONAL EXPERTISE  |   |
|--|---|
| COMPETENCY   | INDICATORS  |
| Builds, develops and empowers the school's Instructional Leadership Team to ensure all students engage in joyful, rigorous and personalized learning and demonstrate high academic achievement | <ul style="list-style-type: none"> <li>• <b>Equity in Instruction:</b> Leads teachers to a shared belief and ownership in the academic success of every child and closing of achievement gaps</li> <li>• <b>Instructional Excellence:</b> Develops the capacity of an Instructional Leadership Team to grow teachers through observation and feedback, coaching, professional learning and/or collaboration</li> <li>• <b>Rigorous &amp; Relevant Curricula:</b> Ensures strategic selection and implementation of rigorous and relevant curriculum and daily and long-term planning in all classrooms</li> <li>• <b>Use of Student Data:</b> Ensures selection and implementation of a school-wide assessment strategy that leads to teacher data analyses and action plans that improve student outcomes</li> </ul> |

| EVIDENCE OF IMPACT FOR PRINCIPAL: INSTRUCTIONAL EXPERTISE   |   |  |  |
|---|---|--|--|
| NOT MEETING   | APPROACHING   | EFFECTIVE  | DISTINGUISHED  |
| School/Team/Instructional Leadership Team does not implement action plans or progress monitoring of disaggregated data  | School/Team/Instructional Leadership Team implements action plans and progress monitoring of disaggregated data that indicates a higher number of students are not on track to meet annual academic achievement goals | School/Team/Instructional Leadership Team implements action plans and progress monitoring of disaggregated data that indicates the majority of students are on track to meet annual academic achievement goals | In addition to effective:<br><br>There is a school-wide structure for academic interventions and supports that eliminate equity gaps in academic achievement   |
| Strategies do not include evidence-based best practices for Multilingual Learners and are not used to support the linguistic and academic success of culturally and linguistically diverse students | Strategies that include some evidence-based best practices for Multilingual Learners are inconsistently used to support the linguistic and academic success of culturally and linguistically diverse students         | Consistent strategies that include evidence-based best practices for Multilingual Learners are used to support the linguistic and academic success of culturally and linguistically diverse students           | Sustained instructional excellence (as defined by Framework for Effective Teaching) exists in the majority of classrooms and correlates with improving student outcomes<br><br><i>Continued on next page</i> |

## EVIDENCE OF IMPACT FOR PRINCIPAL: INSTRUCTIONAL EXPERTISE

| NOT MEETING   | APPROACHING  | EFFECTIVE  | DISTINGUISHED  |
|---|--|--|--|
| A school-wide structure for academic interventions, differentiation, and supports fails to address equity gaps in academic achievement  | A school-wide structure for academic interventions, differentiation, and supports is targeting equity gaps in academic achievement but not yet leading to progress in mitigating equity gaps   | A school-wide structure for academic interventions, differentiation, and supports is leading to progress in mitigating equity gaps in academic achievement   | Instructional decisions are made in collaboration with the Instructional Leadership Team, utilizing data to inform professional development needs to support student mastery |
| Widespread gaps in holding students to high academic expectations and engaging them in joyful, rigorous, and personalized standards-aligned curriculum and mastery toward the objectives  | Intermittent gaps in holding students to high academic expectations and engaging them in joyful, rigorous, and personalized standards-aligned curriculum and mastery toward the objectives   | All students held to high academic expectations and engaged in joyful, rigorous, and personalized, standards-aligned curriculum and show mastery toward the objectives   |  |
| Action steps from observations are aligned to target areas for individual improvement, and growth on LEAP indicators show a lack of teacher instructional improvement aligned with the school's year-long instructional priorities and/or teachers are ineffectively implementing teaching practices (as described in the Framework for Effective Teaching) | Action steps from observations are aligned to target areas for individual improvement or some school improvement, and growth on LEAP indicators show insufficient teacher instructional improvement aligned with the school's year-long instructional priorities and/or teachers are inconsistently implementing effective teaching practices (as described in the Framework for Effective Teaching) | Action steps from observations are aligned to target areas for school improvement, and growth on LEAP indicators show the majority of teachers have improved practice aligned with the school's year-long instructional improvement priorities and are consistently implementing effective teaching practices (as described in the Framework for Effective Teaching) |  |

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## EVIDENCE OF IMPACT FOR PRINCIPAL: INSTRUCTIONAL EXPERTISE

| NOT MEETING  | APPROACHING  | EFFECTIVE   | DISTINGUISHED |
|--|--|---|---------------|
| Principal not a leader of leaders; does not utilize Instructional Leadership Team and does not share responsibility for student growth and teacher performance | Principal becoming a leader of leaders, utilizing an effective Instructional Leadership Team with substantial room for improvement in the ILT's effectiveness and shared responsibility for student growth and teacher performance | Principal is a leader of leaders, utilizing Instructional Leadership Team with shared ownership and responsibility for student growth and teacher performance |               |
| Student mastery of grade-level standards does not improve as a result of data analyses and action plans  | Student mastery of grade-level standards shows some improvement as a result of data analyses and action plans  | Student mastery of grade-level standards improves as a result of data analyses and action plans   |               |

### NOTES/OTHER EVIDENCE/ARTIFACTS/DATA POINTS THAT SUPPORT THE EVIDENCE OF IMPACT\*

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\* See pages 53-55 for possible examples.

# PRINCIPAL: VISION & STRATEGY

| VISION & STRATEGY   |   |
|---|---|
| COMPETENCY  | INDICATORS  |
| Drives a school-wide compelling vision of equity through strategic planning, change leadership and school improvement, and innovative practices | <ul style="list-style-type: none"> <li>• <b>Vision:</b> Communicates and invests stakeholders in developing and sharing a compelling vision of equity for all students</li> <li>• <b>Strategic Planning:</b> Facilitates the development, implementation, monitoring, and adjustment of school-wide short- and long-term strategic plans</li> <li>• <b>Change Leadership and School Improvement:</b> Leads sustainable, school-wide change and school improvement with calculated urgency</li> <li>• <b>Innovative Practices:</b> Initiates and fosters innovative thinking and ideas and calculated risk-tasking that solve for problems and improve student outcomes in alignment with the school vision</li> </ul> |

| EVIDENCE OF IMPACT FOR PRINCIPAL: VISION & STRATEGY   |  |   |  |
|---|--|---|--|
| NOT MEETING   | APPROACHING  | EFFECTIVE   | DISTINGUISHED  |
| A variety of stakeholders including staff, students, and community members cannot articulate the school vision                          | School vision is understood by a variety of stakeholders including staff, students, and community members  | School vision is clearly articulated, understood and embraced by a variety of stakeholders including staff, students, and community members                                     | In addition to effective:<br><br>Instructional Leadership Team members demonstrate innovative thinking and risk-taking that align with the school's vision and achievement of the strategic plan |
| A variety of stakeholders, including staff, students, and community members, demonstrate little to no understanding of Denver Plan 2020 | A variety of stakeholders, including staff, students, and community members, demonstrate some understanding of Denver Plan 2020 and may have some understanding of the alignment to school goals, vision, and priorities | A variety of stakeholders, including staff, students, and community members, can articulate the alignment between the school goals, vision, priorities and the Denver Plan 2020 | Principal develops Instructional Leadership Team members' capacity to initiate and facilitate development of the school's strategic plan<br><br><i>Continued on next page</i>                    |

## EVIDENCE OF IMPACT FOR PRINCIPAL: VISION & STRATEGY

| NOT MEETING   | APPROACHING  | EFFECTIVE  | DISTINGUISHED   |
|---|--|--|---|
| Few or no stakeholders demonstrate understanding and shared ownership of the school's vision, goals, and strategic priorities             | Some stakeholders demonstrate understanding and shared ownership of the school's vision, goals, and strategic priorities                     | A variety of stakeholders demonstrate understanding and shared ownership of the school's vision, goals, and strategic priorities             | <p>In addition to effective:</p> <p>Principal develops Instructional Leadership Team members' ability to demonstrate effective change leadership that supports school improvement</p> |
| School rarely executes a school-wide strategic plan that aligns to the UIP, school vision and district priorities                         | School inconsistently executes a school-wide strategic plan that aligns to the UIP, school vision and district priorities                    | School executes a school-wide strategic plan that aligns to the UIP, school vision and district priorities                                   |   |
| Principal rarely communicates progress and engages stakeholders (ILT, staff, and community) in the school's strategic plan and priorities | Principal sometimes communicates progress and engages stakeholders (ILT, staff, and community) in the school's strategic plan and priorities | Principal regularly communicates progress and engages stakeholders (ILT, staff, and community) in the school's strategic plan and priorities |   |
| Few or no change initiatives are executed and sustained with urgency and buy-in from stakeholders   | Some change initiatives are executed and sustained with urgency and buy-in from stakeholders, leading to school improvement                  | Change initiatives are executed and sustained with urgency and buy-in, from stakeholders leading to school improvement                       |   |

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## EVIDENCE OF IMPACT FOR PRINCIPAL: VISION & STRATEGY

| NOT MEETING  | APPROACHING  | EFFECTIVE  | DISTINGUISHED |
|--|--|--|---------------|
| School rarely develops innovative solutions, programs and systems that solve for problems and improve student outcomes               | School inconsistently develops innovative solutions, programs and systems that solve for problems and improve student outcomes | School develops innovative solutions, programs and systems that solve for problems and improve student outcomes    |               |
| Autonomies leveraged are not strategic and generate minimal school-wide improvement in student outcomes supported by few or no staff | Autonomies leveraged are strategic and generate some school-wide improvement in student outcomes supported by some staff       | Autonomies leveraged are strategic and generate school-wide improvement in student outcomes supported by all staff |               |

### NOTES/OTHER EVIDENCE/ARTIFACTS/DATA POINTS THAT SUPPORT THE EVIDENCE OF IMPACT\*

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\* See pages 53-55 for possible examples.



# PRINCIPAL: PEOPLE & CULTURE

| PEOPLE & CULTURE   |  |
|--|--|
| COMPETENCY   | INDICATORS   |
| Recruits, selects, retains and grows a highly effective leadership team and staff, developing a culture of continuous learning that maximizes staff and student morale and performance | <ul style="list-style-type: none"> <li>• <b>Distributive Leadership:</b> Empowers leaders to share ownership, responsibility and authority of the school's vision and goals with all staff</li> <li>• <b>Talent Management:</b> Cultivates and holds accountable a high-performance leadership team that selects, retains and grows top talent</li> <li>• <b>Staff Culture:</b> Creates the conditions for a school-wide staff culture that embraces continuous learning and feedback</li> </ul> |

| EVIDENCE OF IMPACT FOR PRINCIPAL: PEOPLE & CULTURE   |   |   |   |
|--|---|---|---|
| NOT MEETING  | APPROACHING   | EFFECTIVE   | DISTINGUISHED   |
| Instructional Leadership Team does not share ownership of and accountability for school success and has no authority, time or role clarity to be successful                                | Instructional Leadership Team shares some ownership of and accountability for school success and has some authority, time and role clarity to be successful   | Instructional Leadership Team shares ownership of and accountability for school success and has the authority, time and role clarity to be successful   | In addition to effective:<br>Develops Instructional Leadership Team members' ability to share ownership and responsibility of school's vision and goals |
| Staff retention and renewal data indicate a decline in high performers remaining at school or moving through the pipeline, and a decline in performance accountability for poor performers | Staff retention and renewal data indicate that some high performers are remaining at the school or moving through the pipeline, and some poor performers are held accountable to performance expectations | Staff retention and renewal data indicate that high performers are remaining at the school or moving through the pipeline, and poor performers are held accountable to performance expectations | School contributes to the district leadership pipeline<br><br>Culture of continuous learning and feedback exists in the school                          |

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## EVIDENCE OF IMPACT FOR PRINCIPAL: PEOPLE & CULTURE

| NOT MEETING   | APPROACHING   | EFFECTIVE  | DISTINGUISHED |
|---|---|--|---------------|
| School is reactionary when it comes to open positions and unanticipated vacancies; rigor of recruitment and selection practices to hire an effective and diverse staff is not demonstrated                      | School inconsistently plans for open positions and unanticipated vacancies; rigor of recruitment and selection practices to hire an effective and diverse staff is inconsistent   | School proactively plans for open positions, responds to unanticipated vacancies with creativity and flexibility, and uses strategic and rigorous recruitment and selection practices to hire an effective and diverse staff |               |
| Hiring and training are not strategic or proactive, and not all staff have appropriate certification, training, and expertise that reflect the diverse cultural, linguistic, and learning needs of all students | Hiring and training are inconsistently strategic and proactive in ensuring that all staff have appropriate certification, training, and expertise that reflect the diverse cultural, linguistic, and learning needs of all students | Strategic and proactive hiring and training ensures that all staff have appropriate certification, training, and expertise that reflect the diverse cultural, linguistic, and learning needs of all students                 |               |
| Staff members do not receive timely, ongoing, actionable feedback or high-quality performance appraisals  | Some staff members receive timely, ongoing, actionable feedback that leads to performance improvement, including high-quality performance appraisals  | All staff members receive timely, ongoing, actionable feedback that leads to performance improvement, including high-quality performance appraisals  |               |

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## EVIDENCE OF IMPACT FOR PRINCIPAL: PEOPLE & CULTURE

| NOT MEETING  | APPROACHING   | EFFECTIVE  | DISTINGUISHED |
|--|---|--|---------------|
| <p>Staff culture that seeks diverse perspectives and embraces continuous learning and improvement is not demonstrated; staff do not take ownership of the success of every child</p> | <p>Positive movement toward staff culture that seeks diverse perspectives, embraces continuous learning and improvement, and promotes staff ownership of the success of every child</p> | <p>Strong staff culture that ensures a sense of safety, seeks diverse perspectives, and embraces continuous learning and improvement; staff feel valued and take ownership of the success of every child</p> |               |
| <p>Instructional Leadership Team is viewed as ineffective managers and distributive leaders</p>  | <p>Instructional Leadership Team is viewed as moderately effective managers and distributive leaders</p>  | <p>Instructional Leadership Team is viewed as effective managers and distributive leaders, with effective talent in the majority of staffing positions</p>   |               |

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# PRINCIPAL: COMMUNITY & EQUITY

| COMMUNITY & EQUITY   |   |
|--|---|
| COMPETENCY   | INDICATORS  |
| Leads a positive, inclusive school community that supports the development of the Whole Child and meaningfully engages students, families, and community members | <ul style="list-style-type: none"> <li>• <b>Equity and Cultural Responsiveness:</b> Creates the systemic structures to identify and mitigate inequities within the school and value and respect each student and family's diversity and culture</li> <li>• <b>Inclusive, Caring and Supportive School Community:</b> Leads stakeholders in creating a welcoming and inclusive school community that partners with families to support all students' intellectual, social and emotional development</li> <li>• <b>Community Engagement:</b> Collaboratively creates the conditions and environment to empower the community and families to share responsibility and ownership of the school and student learning</li> </ul> |

| EVIDENCE OF IMPACT FOR PRINCIPAL: COMMUNITY & EQUITY  |   |  |   |
|---|---|--|---|
| NOT MEETING   | APPROACHING   | EFFECTIVE  | DISTINGUISHED   |
| School's value and respect for each student's and family's diversity, language, and culture is not detected | School's value and respect for each student's and family's diversity, language, and culture is inconsistent | Each student's and family's diversity, language, and culture are valued and respected  | In addition to effective:<br><br>Systems and structures are used as an exemplar for Whole Child development by the district or other schools                    |
| Structures do not exist to regularly identify and address inequities within the school                      | Structures to regularly identify and address inequities within the school are inconsistently utilized       | Structures are in place to regularly identify and address inequities within the school | Community members from a variety of subgroups are active participants in the planning and facilitating of community events<br><br><i>Continued on next page</i> |

## EVIDENCE OF IMPACT FOR PRINCIPAL: COMMUNITY & EQUITY

| NOT MEETING   | APPROACHING   | EFFECTIVE  | DISTINGUISHED |
|---|---|--|---------------|
| School does not provide opportunity, access, and inclusion to all and does not differentiate for outcomes based on the unique needs of students | School inconsistently provides opportunity, access, and inclusion to all and inconsistently differentiates for outcomes based on the unique needs of students | School provides opportunity, access, and inclusion to all, including effective teachers, learning opportunities, and academic and social support, while differentiating for outcomes based on the unique needs of students |               |
| Restorative, fair, and unbiased policies to address student misconduct are not implemented  | Restorative, fair, and unbiased policies to address student misconduct are inconsistently implemented   | Restorative, fair, and unbiased policies to address student misconduct are consistently implemented  |               |
| Students and families are rarely engaged and are not viewed as empowered members of the school community  | Students and families are inconsistently engaged and empowered members of the school community  | Students and families are engaged and empowered members of the school community  |               |
| School is not collaborative or transparent with families and community about student goals, school performance, and budget                      | School is inconsistently collaborative and transparent with families and community about student goals, school performance, and budget                        | School is collaborative and transparent with families and community about student goals, school performance, and budget  |               |

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## EVIDENCE OF IMPACT FOR PRINCIPAL: COMMUNITY & EQUITY

| NOT MEETING  | APPROACHING   | EFFECTIVE  | DISTINGUISHED |
|--|---|--|---------------|
| Few families and parents work with school staff to understand student and school performance and to ensure success of their child and school | Some families and parents work with school staff to understand student and school performance and to ensure success of their child and school | Families and parents work with school staff to understand student and school performance and to ensure success of their child and school |               |
| Positive learning environments established in few classrooms along with ineffective school-wide routines and procedures                      | Positive learning environments established in some classrooms along with inconsistently effective school-wide routines and procedures         | Positive learning environments consistently established in all classrooms along with effective school-wide routines and procedures       |               |
| Few or no shared decision-making processes are utilized to gather input from the community   | Some shared decision-making processes are sometimes utilized to gather input from the community   | Effective shared decision-making processes are utilized consistently to gather input from the community                                  |               |

### NOTES/OTHER EVIDENCE/ARTIFACTS/DATA POINTS THAT SUPPORT THE EVIDENCE OF IMPACT\*

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\* See pages 53-55 for possible examples.



# PRINCIPAL: PERSONAL & VALUES

| PERSONAL & VALUES  |  |
|--|--|
| COMPETENCY   | INDICATORS   |
| Inspires others through values-driven, reflective and resilient leadership | <ul style="list-style-type: none"> <li>• <b>Values:</b> Inspires a collective commitment and accountability to demonstrating school values</li> <li>• <b>Personal Development:</b> Demonstrates emotional intelligence through self-awareness, self-management, relationship building and self-improvement</li> <li>• <b>Communication + Influence:</b> Communicates in a compelling and adaptive manner that builds trust and buy-in of all stakeholders</li> </ul> |

| EVIDENCE OF IMPACT FOR PRINCIPAL: PERSONAL & VALUES  |   |  |   |
|--|---|--|---|
| NOT MEETING  | APPROACHING   | EFFECTIVE  | DISTINGUISHED   |
| School's actions are not aligned with its values   | School's actions are inconsistently aligned with its values   | School's actions are aligned with its values   | In addition to effective:<br>There is alignment between the school's actions and DPS' values  |
| Minimal evidence of staff members and students striving to live school values and integrate the language into their reflections and goal setting | Some staff members and students strive to live school values and integrate the language into their reflections and goal setting | Staff members and students strive to live school values and integrate the language into their reflections and goal setting | Principal mentors others in leadership positions in the school and throughout the district<br><br>Principal influences policy decisions by serving on district committees |

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## EVIDENCE OF IMPACT FOR PRINCIPAL: PERSONAL & VALUES

| NOT MEETING  | APPROACHING   | EFFECTIVE  | DISTINGUISHED |
|--|---|--|---------------|
| Staff members, students, families and community members express minimal trust and belief in their school leader's integrity and intentions   | Staff members, students, families and community members express some trust and belief in their school leader's integrity and intentions   | Staff members, students, families and community members express trust and belief in their school leader's integrity and intentions   |               |
| Principal self-evaluation does not indicate reflection on survey results (i.e. CollaboRATE) and is not aligned with supervisor evaluation or other sources of feedback indicating a lack of self-awareness | Principal self-evaluation indicates some reflection on survey results (i.e. CollaboRATE) and some alignment with the supervisor evaluation and other sources of feedback indicating emerging self-awareness | Principal self-evaluation indicates deep reflection on survey results (i.e. CollaboRATE) and alignment with supervisor appraisal and other sources of feedback indicating self-awareness |               |
| Principal does not acknowledge feedback, share plans to improve, nor progress monitor growth   | Principal inconsistently acknowledges feedback, shares plans to improve, and progress monitors growth   | Principal consistently acknowledges feedback, shares plans to improve, and progress monitors growth  |               |
| Few members of the Instructional Leadership Team model district and school values and hold others accountable to them  | Some members of the Instructional Leadership Team model district and school values and hold others accountable to them  | All members of the Instructional Leadership Team model district and school values and hold others accountable to them  |               |
| School does not provide a safe, inclusive, and productive environment for stakeholders to provide feedback to leaders  | School inconsistently provides a safe, inclusive, and productive environment for stakeholders to provide feedback to leaders  | School provides a safe, inclusive, and productive environment for stakeholders to provide feedback to leaders  |               |

# PRINCIPAL: OPERATIONAL & ORGANIZATIONAL

| OPERATIONAL & ORGANIZATIONAL  |  |
|---|--|
| COMPETENCY  | INDICATORS   |
| Achieves school goals by driving results, maximizing resources and ensuring effective management of school systems and operations | <ul style="list-style-type: none"> <li>• <b>Drive Results:</b> Sets and achieves ambitious school goals</li> <li>• <b>Resources:</b> Collaboratively and creatively leverages and maximizes flexibility, people, time and resources to improve student outcomes and adult learning</li> <li>• <b>School Systems + Operations:</b> Utilizes systems thinking for efficiency of school routines, processes and operations</li> </ul> |

| EVIDENCE OF IMPACT FOR PRINCIPAL: OPERATIONAL & ORGANIZATIONAL  |  |   |   |
|---|--|---|---|
| NOT MEETING   | APPROACHING  | EFFECTIVE   | DISTINGUISHED   |
| Instructional Leadership Team doesn't set ambitious goals for professional practice, student achievement and school improvement | Instructional Leadership Team sets some ambitious goals for professional practice, student achievement, and school improvement | Instructional Leadership Team sets ambitious goals for professional practice, student achievement, and school improvement | In addition to effective:<br><br>Principal creates effective and sustainable school systems that are used by the district as an exemplar or model                                 |
| Instructional Leadership Team does not achieve milestones despite obstacles   | Instructional Leadership Team achieves some milestones despite obstacles   | Instructional Leadership Team achieves milestones despite obstacles   | Multilingual Acquisition programming is implemented above and beyond program requirements within the school<br><br>Principal empowers others to initiate effective school systems |

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## EVIDENCE OF IMPACT FOR PRINCIPAL: OPERATIONAL & ORGANIZATIONAL

| NOT MEETING   | APPROACHING  | EFFECTIVE   | DISTINGUISHED |
|---|--|---|---------------|
| Instructional Leadership Team does not implement a clear plan of action for achieving goals that includes regular progress monitoring   | Instructional Leadership Team inconsistently implements a clear plan of action for achieving goals that includes regular progress monitoring   | Instructional Leadership Team implements a clear plan of action for achieving goals that includes regular progress monitoring   |               |
| Budget conflicts with the strategic plan and the school vision  | Budget is balanced but not in direct alignment to school vision and strategic plan   | Budget is balanced and shows strategic alignment to school vision and strategic plan and exhibits entrepreneurial leadership  |               |
| Schedules and calendars do not prioritize maximizing student learning and allow for teacher collaboration, professional development, and Instructional Leadership Team meetings | Schedules and calendars inconsistently prioritize maximizing student learning and allowing for teacher collaboration, professional development, and Instructional Leadership Team meetings | Schedules and calendars prioritize maximizing student learning and allowing for teacher collaboration, professional development, and Instructional Leadership Team meetings |               |

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## EVIDENCE OF IMPACT FOR PRINCIPAL: OPERATIONAL & ORGANIZATIONAL

| NOT MEETING   | APPROACHING  | EFFECTIVE   | DISTINGUISHED |
|---|--|---|---------------|
| <p>Few learning environments are organized, safe, and visually inspiring school learning environment conducive to learning</p>                                    | <p>Some learning environments are organized, safe, and visually inspiring school learning environment conducive to learning</p>  | <p>School has effective school-wide systems and structures that lead to an organized, safe and visually-inspiring school learning environment conducive to learning</p> |               |
| <p>Systemic structures do not identify and mitigate cultural and linguistic inequities within the school</p>  | <p>Systemic structures inconsistently identify and mitigate cultural and linguistic inequities within the school</p>   | <p>Systemic structures effectively identify and mitigate cultural and linguistic inequities within the school</p>   |               |
| <p>Multilingual Acquisition programming is not implemented effectively within the school</p> <p>*Evidenced by a not meeting ELA Program Implementation rating</p> | <p>Multilingual Acquisition programming is implemented inconsistently and/or with varied effectiveness within the school</p> <p>*Evidenced by an approaching ELA Program Implementation rating</p> | <p>Multilingual Acquisition programming is implemented fully and effectively within the school</p> <p>*Evidenced by an effective ELA Program Implementation rating</p>  |               |

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## CAREER STALLERS

DPS leaders are expected to add value to our district and the individual communities that they serve. We see them as the strategic force behind our Denver Plan 2020 vision: Every Child Succeeds. No matter where you are in your leadership tenure or what position you hold, sustaining progress takes constant work. Going to the next level — whether making your school a district exemplar or pursuing a level-up leadership role — takes intentionality in growing your skills as a leader as well as your capacity to lead. Below is a list of career stallers, by role, that, if unchecked, may limit future opportunities. These indicators can be used by managers to decide how leaders should be scored within one category (e.g., between a 3 or 4 on approaching) or between categories (e.g., approaching or effective) and help leaders and managers set goals and guide a focus for growth.

- Exhibits uncertainty and delays decisions when information is incomplete; fears failures and does not take calculated risks
- Fails to seek out differing opinions or to understand differing points of view; fails to build diversity of perspectives within the ILT and organization
- Fails to champion change management and make adjustments at the school-level that facilitate change
- Fails to focus on cultivating, supporting, and holding other school leaders accountable for their leadership role in developing others toward measurable results
- Fails to adequately invest time in proactively developing strong cross-functional relationships across the ILT and school
- Uses time and energy inappropriately; overly focusing on short-term instead of long-term results, reacting to every interruption
- Unable or unwilling to be responsive to feedback and/or new learning/research; satisfied with status quo
- Blames external forces rather than taking responsibility and holding self and team accountable for the success of all students
- Fails to align systems and structures to bold goals for student learning
- Fails to build collaborative relationship with manager; does not communicate up well



# ASSISTANT PRINCIPAL: INSTRUCTIONAL EXPERTISE

| ASSISTANT PRINCIPAL: INSTRUCTIONAL EXPERTISE   |   |
|--|---|
| COMPETENCY   | INDICATORS  |
| Builds the capacity of team leads and/or teachers to ensure all students engage in joyful, rigorous, and personalized learning and demonstrate high academic achievement | <ul style="list-style-type: none"> <li>• <b>Equity in Instruction:</b> Leads designated teams to a shared belief and ownership in the academic success of every child and closing of achievement gaps</li> <li>• <b>Instructional Excellence:</b> Develops the capacity of team leads and/or teachers through observation and feedback, coaching, professional learning, and/or collaboration</li> <li>• <b>Rigorous &amp; Relevant Curricula:</b> Develops the capacity of team leads and/or teachers to ensure rigorous and relevant curriculum and daily and long-term planning in all classrooms</li> <li>• <b>Use of Student Data:</b> Develops the capacity of team leads and/or teachers to improve assessment practices, data analysis and action planning</li> </ul> |

| EVIDENCE OF IMPACT FOR ASSISTANT PRINCIPAL: INSTRUCTIONAL EXPERTISE  |   |   |  |
|--|---|---|--|
| NOT MEETING (1-2)  | APPROACHING (3-4)   | EFFECTIVE (5-6)   | DISTINGUISHED (7)  |
| School/Team/Instructional Leadership Team does not implement action plans or progress monitoring of disaggregated data | School/Team/Instructional Leadership Team implements action plans and progress monitoring of disaggregated data that indicate the majority of students are not on track to meet annual academic achievement goals | School/Team/Instructional Leadership Team implements action plans and progress monitoring of disaggregated data that indicate the majority of students are on track to meet annual academic achievement goals | In addition to effective:<br><br>There is a team structure for academic interventions and supports that eliminate equity gaps in academic achievement<br><br>Sustained instructional excellence (as defined by Framework for Effective Teaching) exists in the majority of classrooms since Assistant Principal's tenure in school |
| Widespread gaps in participation of diverse learners and a lack of high expectations for all learners                  | Inconsistent equitable participation of diverse learners and high academic expectations for some learners   | Equitable participation of diverse learners and high academic expectations for all learners   |  |

*Continued on next page*

## EVIDENCE OF IMPACT FOR ASSISTANT PRINCIPAL: INSTRUCTIONAL EXPERTISE

| NOT MEETING (1-2)   | APPROACHING (3-4)  | EFFECTIVE (5-6)   | DISTINGUISHED (7)  |
|---|--|---|--|
| Strategies do not include evidence-based best practices for <b>Multilingual Learners</b> and are not used to support the linguistic and academic success of culturally and linguistically diverse students  | Strategies that include some evidence-based best practices for <b>Multilingual Learners</b> are inconsistently used to support the linguistic and academic success of culturally and linguistically diverse students   | Consistent strategies that include evidence-based best practices for <b>Multilingual Learners</b> are used to support the linguistic and academic success of culturally and linguistically diverse students   | <p>In addition to effective:</p> <p>Instructional decisions are made in collaboration with the Instructional Leadership Team, utilizing data to inform professional development needs to support student mastery</p> <p style="text-align: right;"><i>Continued on next page</i></p> |
| A team or school-wide structure for academic interventions, differentiation and supports fails to address equity gaps in academic achievement   | A team or school-wide structure for academic interventions, differentiation and supports is targeting equity gaps in academic achievement  | A team or school-wide structure for academic interventions, differentiation and supports is leading to progress in mitigating equity gaps in academic achievement   |  |
| Widespread gaps in holding students to high academic expectations and engaging them in joyful, rigorous, and personalized standards-aligned curriculum and mastery toward the objectives  | Intermittent gaps in holding students to high academic expectations and engaging them in joyful, rigorous, and personalized standards-aligned curriculum and mastery toward the objectives   | All students are held to high academic expectations and engaged in joyful, rigorous, and personalized standards-aligned curriculum and show mastery toward the objectives   |  |
| Action steps from observations are aligned to target areas for individual improvement, and growth on LEAP indicators show a lack of teacher instructional improvement aligned with team’s year-long instructional improvement priorities and/or teachers are ineffectively implementing effective teaching practices (as described in the Framework for Effective Teaching) | Action steps from observations are aligned to target areas for individual improvement or some school improvement, and growth on LEAP indicators show insufficient teacher instructional improvement aligned with team’s year-long instructional improvement priorities and/or teachers are inconsistently implementing effective teaching practices (as described in the Framework for Effective Teaching) | Action steps from observations are aligned to target areas for school improvement, and growth on LEAP indicators show the majority of teachers have improved practice aligned with year-long instructional improvement priorities and are consistently implementing effective teaching practices (as described in the Framework for Effective Teaching) |  |

# ASSISTANT PRINCIPAL: VISION & STRATEGY

| VISION & STRATEGY  |   |
|--|---|
| COMPETENCY   | INDICATORS  |
| Implements and invests stakeholders in the school's vision through strategic planning, change leadership and school improvement and innovative practices | <ul style="list-style-type: none"> <li>• <b>Vision:</b> Establishes shared team or school ownership of a compelling school vision of equity for all students</li> <li>• <b>Strategic Planning:</b> Develops, implements, monitors and adjusts a team's or initiative's strategic plan to support the school-wide plan and goals</li> <li>• <b>Change Leadership and School Improvement:</b> Stimulates and nurtures sustainable change within a school-wide initiative or a team with urgency</li> <li>• <b>Innovative Practices:</b> Initiates and fosters innovative thinking and ideas for a school-wide initiative or a team that improve student outcomes</li> </ul> |

| EVIDENCE OF IMPACT FOR ASSISTANT PRINCIPAL: VISION & STRATEGY   |  |  |   |
|---|--|--|---|
| NOT MEETING (1-2)   | APPROACHING (3-4)  | EFFECTIVE (5-6)  | DISTINGUISHED (7)   |
| Few or no stakeholders demonstrate understanding and shared ownership of the school's vision, goals, and strategic priorities | Some stakeholders demonstrate understanding and shared ownership of the school's vision, goals, and strategic priorities | A variety of stakeholders demonstrate understanding and shared ownership of the school's vision, goals, and strategic priorities | In addition to effective:<br><br>Assistant Principal develops team members' capacity to initiate and facilitate development of strategic plans.<br><br>Innovative thinking and calculated risk-taking is demonstrated by each member of the team, aligned with school vision and achievement of strategic plan goals<br><br><i>Continued on next page</i> |
| Few or no stakeholders can articulate school or team goals, vision, and strategic priorities                                  | Some stakeholders can articulate school or team goals, vision, and strategic priorities                                  | A variety of stakeholders can articulate school or team goals, vision, and strategic priorities                                  |   |
| Team members do not communicate progress around the strategic plan  | Team members inconsistently communicate progress around the strategic plan   | Team members regularly communicate progress around the strategic plan  |   |

**EVIDENCE OF IMPACT FOR ASSISTANT PRINCIPAL: VISION & STRATEGY**

| NOT MEETING (1-2)  | APPROACHING (3-4)  | EFFECTIVE (5-6)   | DISTINGUISHED (7)                            |
|--|--|---|--|
| Team members are not involved in progress monitoring the strategic plan and making adjustments as needed         | Some team members are involved in progress monitoring the strategic plan and making adjustments as needed      | All team members are involved in progress monitoring the strategic plan and making adjustments as needed      | Develops team members as champions of change |
| Team members do not share in executing innovative solutions, programs, and systems that improve student outcomes | Some team members share in executing innovative solutions, programs, and systems that improve student outcomes | All team members share in executing innovative solutions, programs, and systems that improve student outcomes |  |

**NOTES/OTHER EVIDENCE/ARTIFACTS/DATA POINTS THAT SUPPORT THE EVIDENCE OF IMPACT\***

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*\* See pages 53-55 for possible examples.*

# ASSISTANT PRINCIPAL: PEOPLE & CULTURE

| PEOPLE & CULTURE  |  |
|---|--|
| COMPETENCY  | INDICATORS   |
| Selects, retains and grows a highly effective team of teachers and/or leaders, developing a team culture of continuous learning that maximizes staff and student morale and performance | <ul style="list-style-type: none"> <li>• <b>Distributive Leadership:</b> Builds capacity of leaders to share ownership, responsibility and authority of a school-wide initiative with staff</li> <li>• <b>Talent Management:</b> Collaboratively selects, retains, grows and holds accountable a highly effective team</li> <li>• <b>Staff Culture:</b> Creates an adult culture that embraces continuous learning and feedback</li> </ul> |

| EVIDENCE OF IMPACT FOR ASSISTANT PRINCIPAL: PEOPLE & CULTURE  |   |  |  |
|---|---|--|--|
| NOT MEETING (1-2)   | APPROACHING (3-4)   | EFFECTIVE (5-6)  | DISTINGUISHED (7)  |
| Assistant Principal is viewed as ineffective manager and distributive leader  | Assistant Principal is viewed as moderately effective manager and distributive leader   | Assistant Principal is viewed as effective manager and distributive leader, with effective talent in the majority of staffing positions  | In addition to effective:<br><br>There is a school-wide structure for academic interventions and supports that eliminate equity gaps in academic achievement   |
| Team retention and renewal data indicate a decline in high performers remaining at school or moving through the pipeline, and a decline in performance accountability for poor performers | Team retention and renewal data indicate that some high performers are remaining at the school or moving through the pipeline, and some poor performers are held accountable to performance expectations and linguistically diverse students. | Team retention and renewal data indicate that high performers are remaining at the school or moving through the pipeline, and poor performers are held accountable to performance expectations | Sustained instructional excellence (as defined by Framework for Effective Teaching) exists in the majority of classrooms and correlates with improving student outcomes<br><br>Instructional decisions are made in collaboration with the ILT, utilizing data to inform professional development needs to support student mastery<br><br><i>Continued on next page</i> |

## EVIDENCE OF IMPACT FOR ASSISTANT PRINCIPAL: PEOPLE & CULTURE

| NOT MEETING (1-2)   | APPROACHING (3-4)  | EFFECTIVE (5-6)   | DISTINGUISHED (7) |
|---|--|---|-------------------|
| <p>Positive team culture that ensures a sense of safety, seeks diverse perspectives, and embraces continuous learning and improvement does not exist; team does not feel valued or take ownership of the success of every child</p> | <p>Movement toward a positive team culture that ensures a sense of safety, seeks diverse perspectives, and embraces continuous learning and improvement; team feels valued and takes ownership of the success of every child</p> | <p>Positive team culture that ensures a sense of safety, seeks diverse perspectives, and embraces continuous learning and improvement exists; team feels valued and takes ownership of the success of every child</p> |                   |
| <p>Team members do not receive ongoing, actionable feedback or high-quality performance appraisals</p>  | <p>Some team members receive ongoing, actionable feedback that leads to performance improvement, including high-quality performance appraisals</p>   | <p>Team members receive ongoing, actionable feedback that leads to performance improvement, including high-quality performance appraisals</p>   |                   |

### NOTES/OTHER EVIDENCE/ARTIFACTS/DATA POINTS THAT SUPPORT THE EVIDENCE OF IMPACT\*

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\* See pages 53-55 for possible examples.



# ASSISTANT PRINCIPAL: COMMUNITY & EQUITY

| COMMUNITY & EQUITY  |   |
|---|---|
| COMPETENCY  | INDICATORS  |
| Develops a positive, inclusive school community that supports the development of the Whole Child and meaningfully engages students, families, and community members | <ul style="list-style-type: none"> <li>• <b>Equity and Cultural Responsiveness:</b> Implements school-wide initiatives to identify and mitigate inequities within the school and to value and respect each student's and family's diversity and culture</li> <li>• <b>Inclusive, Caring and Supportive School Community:</b> Leads initiatives and/or teams that create a welcoming and inclusive school culture that supports all students' intellectual, social and emotional development</li> <li>• <b>Community Engagement:</b> Empowers community and families to share responsibility and ownership of the school and student learning</li> </ul> |

| EVIDENCE OF IMPACT FOR ASSISTANT PRINCIPAL: COMMUNITY & EQUITY   |   |   |   |
|--|---|---|---|
| NOT MEETING (1-2)  | APPROACHING (3-4)   | EFFECTIVE (5-6)   | DISTINGUISHED (7)   |
| Team members do not contribute to an environment that values and respects each student's and family's diversity, language, and culture; team does not contribute to structures in place to regularly identify and address inequities within the school | Some team members contribute to an environment that values and respects each student's and family's diversity, language, and culture; team inconsistently contributes to structures in place to regularly identify and address inequities within the school | All team members contribute to an environment that values and respects each student's and family's diversity, language, and culture; team contributes to structures in place to regularly identify and address inequities within the school | <p>In addition to effective:</p> <p>Systems and structures are used as an exemplar for Whole Child development by the district or other schools</p> <p>All members of the team are aligning and implementing feedback from families</p> <p style="text-align: right;"><i>Continued on next page</i></p> |
| Team does not provide opportunity, access, and inclusion to all and does not differentiate for outcomes based on the unique needs of students  | Team inconsistently provides opportunity, access, and inclusion to all and inconsistently differentiates for outcomes based on the unique needs of students   | Team provides opportunity, access, and inclusion to all, including effective teachers, learning opportunities, and academic and social support, while differentiating for outcomes based on the unique needs of students                    |   |

## EVIDENCE OF IMPACT FOR ASSISTANT PRINCIPAL: COMMUNITY & EQUITY

| NOT MEETING (1-2)  | APPROACHING (3-4)  | EFFECTIVE (5-6)  | DISTINGUISHED (7) |
|--|--|--|-------------------|
| Restorative, fair, and unbiased policies to address student misconduct are not implemented                                 | Restorative, fair, and unbiased policies to address student misconduct are inconsistently implemented                                    | Restorative, fair, and unbiased policies to address student misconduct are consistently implemented                      |                   |
| Team does not intentionally engage the community in shared decision-making process   | Team sometimes intentionally engages the community in shared decision-making process   | Team intentionally engages the community in shared decision-making process   |                   |
| Team is not collaborative or transparent with families and community about student goals and team data                     | Team is inconsistently collaborative and transparent with families and community about student goals and team data                       | Team is consistently collaborative transparent with families and community about student goals and team data             |                   |
| Team does not partner with families around student success   | Team inconsistently partners with families around student success  | Team partners with families around student success   |                   |
| Positive learning environments established in few team members' classrooms, along with ineffective routines and procedures | Positive learning environments established in some team members' classrooms, along with inconsistently effective routines and procedures | Positive learning environments established in all team members' classrooms, along with effective routines and procedures |                   |

# ASSISTANT PRINCIPAL: PERSONAL & VALUES

| PERSONAL & VALUES  |  |
|--|--|
| COMPETENCY   | INDICATORS   |
| Models values-driven, reflective, and resilient leadership | <ul style="list-style-type: none"> <li>• <b>Values:</b> Inspires a collective commitment and accountability to demonstrating school values</li> <li>• <b>Personal Development:</b> Demonstrates emotional intelligence through self-awareness, self-management, relationship building and self-improvement</li> <li>• <b>Communication + Influence:</b> Communicates in a compelling and adaptive manner that builds trust and buy-in of all stakeholders</li> </ul> |

| EVIDENCE OF IMPACT FOR ASSISTANT PRINCIPAL: PERSONAL & VALUES  |   |   |   |
|--|---|---|---|
| NOT MEETING (1-2)  | APPROACHING (3-4)   | EFFECTIVE (5-6)   | DISTINGUISHED (7)   |
| Team's actions are not aligned with school's values  | Team's actions are inconsistently aligned with school's values  | Team's actions are aligned with school's values   | In addition to effective:<br><br>Consistent alignment between Assistant Principal's actions and DPS' values<br><br>Assistant Principal inspires team<br><br>Assistant Principal mentors others in leadership positions in the school and throughout the district<br><br>Assistant Principal influences policy decisions by serving on district committees |
| System and process for self-awareness and reflection are not utilized                                  | System and process for self-awareness and reflection are inconsistently utilized                                | System and process for self-awareness and reflection are consistently utilized                                |   |
| Assistant Principal does not acknowledge feedback, share plans to improve, nor progress monitor growth | Assistant Principal inconsistently acknowledges feedback, shares plans to improve, and progress monitors growth | Assistant Principal consistently acknowledges feedback, shares plans to improve, and progress monitors growth |   |

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**EVIDENCE OF IMPACT FOR ASSISTANT PRINCIPAL: PERSONAL & VALUES**

| NOT MEETING (1-2)   | APPROACHING (3-4)  | EFFECTIVE (5-6)   | DISTINGUISHED (7) |
|---|--|---|-------------------|
| Staff members, students, families and community members express minimal trust and belief in their AP's integrity and intentions | Staff members, students, families and community members express some trust and belief in their AP's integrity and intentions | Staff members, students, families and community members express trust and belief in their AP's integrity and intentions |                   |
| Assistant Principal does not model district and school values and does not hold others accountable to them                      | Assistant Principal inconsistently models district and school values and inconsistently holds others accountable to them     | Assistant Principal models district and school values and holds others accountable to them                              |                   |
| Stakeholders do not feel safe providing feedback to Assistant Principal   | Stakeholders inconsistently feel safe providing feedback to Assistant Principal  | Stakeholders feel safe providing feedback to Assistant Principal  |                   |

**NOTES/OTHER EVIDENCE/ARTIFACTS/DATA POINTS THAT SUPPORT THE EVIDENCE OF IMPACT\***

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*\* See pages 53-55 for possible examples.*

# ASSISTANT PRINCIPAL: OPERATIONAL & ORGANIZATIONAL

| OPERATIONAL & ORGANIZATIONAL  |   |
|---|---|
| COMPETENCY  | INDICATORS  |
| Achieves school-wide and/or team goals by driving results, maximizing resources, and ensuring effective management of school and/or team systems and operations | <ul style="list-style-type: none"> <li>• <b>Drive Results:</b> Sets and achieves ambitious school-wide initiative or team goals</li> <li>• <b>Resources:</b> Leverages relevant resources (such as time, technology, curriculum and materials) to improve student outcomes</li> <li>• <b>School Systems + Operations:</b> Effectively plans, organizes and implements complex school systems (such as budgets, schedules, facilities, lunchroom logistics and physical operations) to improve student outcomes</li> </ul> |

| EVIDENCE OF IMPACT FOR ASSISTANT PRINCIPAL: OPERATIONAL & ORGANIZATIONAL         |  |   |   |
|--|--|---|---|
| NOT MEETING (1-2)  | APPROACHING (3-4)  | EFFECTIVE (5-6)   | DISTINGUISHED (7)   |
| Team does not set ambitious goals for professional practice, student achievement | Team sets some ambitious goals for professional practice and student achievement | Team sets ambitious goals for professional practice and student achievement | In addition to effective:<br>Assistant Principal creates effective and sustainable school systems that are used by the district as an exemplar or model |
| Team does not achieve milestones despite obstacles                               | Team achieves some milestones despite obstacles                                  | Team achieves milestones despite obstacles                                  | Assistant Principal empowers others to initiate effective school systems  |

*Continued on next page*

## EVIDENCE OF IMPACT FOR ASSISTANT PRINCIPAL: OPERATIONAL & ORGANIZATIONAL

| NOT MEETING (1-2)  | APPROACHING (3-4)  | EFFECTIVE (5-6)   | DISTINGUISHED (7) |
|--|--|---|-------------------|
| <p>If applicable, schedules and calendars do not allow for team collaboration, professional development, and team meetings</p> | <p>If applicable, schedules and calendars inconsistently prioritize maximizing student learning and allowing for team collaboration, professional development, and team meetings</p> | <p>If applicable, schedules and calendars prioritize maximizing student learning and allowing for team collaboration, professional development, and team meetings</p> |                   |
| <p>Few or no team members' learning environments are organized, safe, and visually inspiring</p>                               | <p>Some team members' learning environments are organized, safe, and visually inspiring</p>  | <p>All team members' learning environments are organized, safe, and visually inspiring</p>  |                   |

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## Career Stallers

DPS leaders are expected to add value to our district and the individual communities that they serve. We see them as the strategic force behind our Denver Plan 2020 vision: Every Child Succeeds. No matter where you are in your leadership tenure or what position you hold, sustaining progress takes constant work. Going to the next level — whether making your school a district exemplar or pursuing a level-up leadership role — takes intentionality in growing your skills as a leader as well as your capacity to lead. Below is a list of career stallers, by role, that, if unchecked, may limit future opportunities. These indicators can be used by managers to decide how leaders should be scored within one category (e.g., between a 3 or 4 on approaching) or between categories (e.g., approaching or effective) and help leaders and managers set goals and guide a focus for growth.

- Easily frustrated and/or distracted by changing priorities; does not seek path forward in the face of ambiguity
- Does not invest adequate time in proactively developing strong cross-functional relationships across teams
- Does not initiate actions that would lead to team/school improvements; executes tasks without connecting work to broader school/system goals
- Does not accept accountability for negative influence, failure, or lack of results; acts defensively rather than proactively to address issues of concern
- Does not build collaborative relationships
- Does not proactively escalate issues and risks that impact the work and personal goals to manager
- Focuses on individual results at the expense of the team; does not step in to support the team or organization when task is outside of immediate job responsibilities
- Does not advocate for self to support professional growth and leadership opportunities
- Does not demonstrate a customer service mindset

# LEADER OF OTHERS: INSTRUCTIONAL EXPERTISE

| INSTRUCTIONAL EXPERTISE   |   |
|---|---|
| COMPETENCY  | INDICATORS  |
| Develops and/or influences a team of educators' ability to deliver joyful, rigorous and personalized instruction that leads their students to high academic achievement | <ul style="list-style-type: none"> <li>• <b>Equity in Instruction:</b> Leads teachers to a shared belief and ownership in the academic success of every child and closing of achievement gaps</li> <li>• <b>Instructional Excellence:</b> Develops the capacity of a team of teachers through observation and feedback, coaching, professional learning and/or collaboration</li> <li>• <b>Rigorous &amp; Relevant Curricula:</b> Develops the capacity of a team of teachers to implement rigorous and relevant curriculum and daily and long-term planning in all classrooms</li> <li>• <b>Use of Student Data:</b> Develops the capacity of a team of teachers to improve assessment practices, data analysis and action planning</li> </ul> |

| EVIDENCE OF IMPACT FOR LEADER OF OTHERS: INSTRUCTIONAL EXPERTISE   |  |   |   |
|--|--|---|---|
| NOT MEETING (1-2)  | APPROACHING (3-4)  | EFFECTIVE (5-6)   | DISTINGUISHED (7)   |
| Team/Leader of Others does not implement action plans or progress monitoring of disaggregated data   | Team/Leader of Others implements action plans and progress monitoring of disaggregated data that indicates the majority of students are not on track to meet annual academic achievement goals   | Team/Leader of Others implements action plans and progress monitoring of disaggregated data that indicates the majority of students are on track to meet annual academic achievement goals  | In addition to effective:<br><br>There is a team structure for academic interventions and supports that significantly mitigates equity gaps in student achievement  |
| Team/Leader of Others strategies do not include evidence-based best practices for <b>Multilingual Learners</b> and are not used to support the linguistic and academic success of culturally and linguistically diverse students | Team/Leader of Others strategies that include some evidence-based best practices for <b>Multilingual Learners</b> are inconsistently used to support the linguistic and academic success of culturally and linguistically diverse students | Consistent team/Leader of Others strategies that include evidence-based best practices for <b>Multilingual Learners</b> are used to support the linguistic and academic success of culturally and linguistically diverse students | Sustained instructional excellence (as defined by Framework for Effective Teaching) exists in the majority of team member's classrooms since leader's tenure in school<br><br><i>Continued on next page</i> |



## EVIDENCE OF IMPACT FOR LEADER OF OTHERS: INSTRUCTIONAL EXPERTISE

| NOT MEETING (1-2)  | APPROACHING (3-4)  | EFFECTIVE (5-6)  | DISTINGUISHED (7)   |
|--|--|--|---|
| <p>If applicable, a team structure for academic interventions, differentiation and supports does not address equity gaps in academic achievement</p>   | <p>If applicable, a team structure for academic interventions, differentiation and supports is targeting equity gaps in academic achievement</p>   | <p>If applicable, a team structure for academic interventions, differentiation and supports is leading to progress in mitigating equity gaps in academic achievement</p>   | <p>In addition to effective:</p> <p>Instructional decisions are made in collaboration with the team, utilizing data to inform professional development needs to support student mastery</p> |
| <p>If applicable, widespread gaps in student engagement in rigorous, standards-aligned curriculum and mastery toward the objectives</p>  | <p>If applicable, intermittent gaps in student engagement in rigorous, standards-aligned curriculum and mastery toward the objectives</p>  | <p>If applicable, the majority of students are engaged in rigorous, standards-aligned curriculum and show mastery toward the objectives</p>  |   |
| <p>If applicable, action steps from observations are aligned to target areas for school improvement, and growth on LEAP indicators show a lack of teacher instructional improvement for teachers on team aligned with team’s year-long instructional improvement priorities and/or teachers are ineffectively implementing effective teaching practices (as described in the Framework for Effective Teaching)</p> | <p>If applicable, action steps from observations are aligned to target areas for school improvement, and growth on LEAP indicators show insufficient instructional improvement for teachers on team aligned with team’s year-long instructional improvement priorities and/or teachers are inconsistently implementing effective teaching practices (as described in the Framework for Effective Teaching)</p> | <p>If applicable, action steps from observations are aligned to target areas for school improvement, and growth on LEAP indicators show the majority of teachers on team have improved practice aligned with team’s year-long instructional improvement priorities and are consistently implementing effective teaching practices (as described in the Framework for Effective Teaching)</p> |   |

# LEADER OF OTHERS: VISION & STRATEGY

| VISION & STRATEGY  |  |
|--|--|
| COMPETENCY   | INDICATORS   |
| Invests others in the school's vision through strategic planning, change leadership and innovative practices | <ul style="list-style-type: none"> <li>• <b>Vision:</b> Communicates and invests others in a compelling vision of equity for all students</li> <li>• <b>Strategic Planning:</b> Sets clear and coherent annual program or team goals aligned to the school-wide strategic plan</li> <li>• <b>Change Management and School Improvement:</b> Supports sustainable change within a team of teachers or a program with urgency, leading to improved program outcomes</li> <li>• <b>Innovative Practices:</b> Seeks and adopts innovative ways to improve the team or program's outcomes</li> </ul> |

| EVIDENCE OF IMPACT FOR LEADER OF OTHERS: VISION & STRATEGY  |  |  |   |
|---|--|--|---|
| NOT MEETING (1-2)   | APPROACHING (3-4)  | EFFECTIVE (5-6)  | DISTINGUISHED (7)   |
| Few or no stakeholders demonstrate understanding and shared ownership of the school's vision and strategic plan | Some stakeholders demonstrate understanding and shared ownership of the school's vision and strategic plan | A variety of stakeholders demonstrate understanding and shared ownership of the school's vision and strategic plan | <p>In addition to effective:</p> <p>Leader of Others develops team members' capacity to initiate and facilitate development of strategic plans</p> <p>Innovative thinking and calculated risk-taking is demonstrated by each member of the team, aligned with school vision and achievement of strategic plan goals</p> <p>Develops team members as champions of change</p> |
| Few or no stakeholders can articulate school or team goals, vision, and strategic priorities                    | Some stakeholders can articulate school or team goals, vision, and strategic priorities                    | A variety of stakeholders can articulate school or team goals, vision, and strategic priorities                    |   |
| Team members/Leader of Others do not communicate progress around the strategic plan                             | Team members/Leader of others inconsistently communicate progress around the strategic plan                | Team members/Leader of Others regularly communicate progress around the strategic plan                             |   |

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**EVIDENCE OF IMPACT FOR LEADER OF OTHERS: VISION & STRATEGY**

| NOT MEETING (1-2)   | APPROACHING (3-4)   | EFFECTIVE (5-6)  | DISTINGUISHED (7) |
|---|---|--|-------------------|
| Team members/Leader of Others are not involved in progress monitoring the strategic plan and making adjustments as needed         | Some team members/Leader of Others are involved in progress monitoring the strategic plan and making adjustments as needed      | All team members/Leader of Others are involved in progress monitoring the strategic plan and making adjustments as needed      |                   |
| Team members/Leader of Others do not share in executing innovative solutions, programs, and systems that improve student outcomes | Some team members/Leader of Others share in executing innovative solutions, programs, and systems that improve student outcomes | All team members/Leader of Others share in executing innovative solutions, programs, and systems that improve student outcomes |                   |

**NOTES/OTHER EVIDENCE/ARTIFACTS/DATA POINTS THAT SUPPORT THE EVIDENCE OF IMPACT\***

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*\* See pages 53-55 for possible examples.*

# LEADER OF OTHERS: PEOPLE & CULTURE

| PEOPLE & CULTURE   |   |
|--|---|
| COMPETENCY   | INDICATORS  |
| Supports efforts to grow key talent and develop a culture of continuous learning that maximizes staff and student morale and performance | <ul style="list-style-type: none"> <li>• <b>Distributive Leadership:</b> Shares ownership and responsibility of the program or team's vision and goals with teachers</li> <li>• <b>Talent Management:</b> Promotes growth of others by sharing knowledge, expertise and feedback</li> <li>• <b>Staff Culture:</b> Promotes and models continuous learning and feedback</li> </ul> |

| EVIDENCE OF IMPACT FOR LEADER OF OTHERS: PEOPLE & CULTURE  |   |  |   |
|--|---|--|---|
| NOT MEETING (1-2)  | APPROACHING (3-4)   | EFFECTIVE (5-6)  | DISTINGUISHED (7)   |
| Leader of Others is viewed as ineffective manager and distributive leader  | Leader of Others is viewed as moderately effective manager and distributive leader  | Leader of Others is viewed as effective manager and distributive leader  | In addition to effective:<br><br>Develops team's ability to share ownership and responsibility of school's vision and goals                   |
| If applicable, team retention and renewal data indicate a decline in high performers remaining at school or moving through the pipeline, and a decline in performance accountability for poor performers | If applicable, team retention and renewal data indicate that some high performers are remaining at the school or moving through the pipeline, and some poor performers are held accountable to performance expectations | If applicable, team retention and renewal data indicate that high performers are remaining at the school or moving through the pipeline, and poor performers are held accountable to performance expectations. | Team/Leader of Others contributes to the district leadership pipeline<br><br>Culture of continuous learning and feedback exists in the school |

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## EVIDENCE OF IMPACT FOR LEADER OF OTHERS: PEOPLE & CULTURE

| NOT MEETING (1-2)   | APPROACHING (3-4)  | EFFECTIVE (5-6)  | DISTINGUISHED (7) |
|---|--|--|-------------------|
| <p>Positive team culture established that ensures a sense of safety, seeks diverse perspectives, and embraces continuous learning and improvement does not exist; team does not feel valued or take ownership of the success of every child</p> | <p>Movement toward a positive team culture established that ensures a sense of safety, seeks diverse perspectives, and embraces continuous learning and improvement; team feels valued and takes ownership of the success of every child</p> | <p>Positive team culture established that ensures a sense of safety, seeks diverse perspectives, and embraces continuous learning and improvement; team feels valued and takes ownership of the success of every child</p> |                   |
| <p>If applicable, team members do not receive ongoing, actionable feedback or high-quality performance appraisals</p>   | <p>If applicable, some team members receive ongoing, actionable feedback that leads to performance improvement, including high-quality performance appraisals</p>  | <p>If applicable, team members receive ongoing, actionable feedback that leads to performance improvement, including high-quality performance appraisals</p>   |                   |

### NOTES/OTHER EVIDENCE/ARTIFACTS/DATA POINTS THAT SUPPORT THE EVIDENCE OF IMPACT\*

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\* See pages 53-55 for possible examples.

# LEADER OF OTHERS: COMMUNITY & EQUITY

| COMMUNITY & EQUITY  |  |
|---|--|
| COMPETENCY  | INDICATORS   |
| Contributes to and/or develops a positive, inclusive school community that supports the development of the Whole Child and meaningfully engages students, families, and community members | <ul style="list-style-type: none"> <li>• <b>Equity and Cultural Responsiveness:</b> Implements team or program initiatives to identify and mitigate inequities within the school and to value and respect each student and families diversity and culture</li> <li>• <b>Inclusive, Caring and Supportive School Community:</b> Builds capacity of others to create culturally responsive and inclusive classroom learning environments</li> <li>• <b>Community Engagement:</b> Shares responsibility and ownership of a program or team with families and the community</li> </ul> |

| EVIDENCE OF IMPACT FOR LEADER OF OTHERS: COMMUNITY & EQUITY  |   |   |  |
|--|---|---|--|
| NOT MEETING (1-2)  | APPROACHING (3-4)   | EFFECTIVE (5-6)   | DISTINGUISHED (7)  |
| Team members/Leader of Others do not contribute to an environment that values and respects each student's and families diversity, language, and culture; team does not contribute to structures in place to regularly identify and address inequities within the team's scope of influence | Some team members/Leader of Others contribute to an environment that values and respects each student's and families diversity, language, and culture; team inconsistently contributes to structures in place to regularly identify and address inequities within the team's scope of influence | All team members/Leader of Others contribute to an environment that values and respects each student's and families diversity, language, and culture; team contributes to structures in place to regularly identify and address inequities within the team's scope of influence | In addition to effective:<br><br>Systems and structures are used as an exemplar for Whole Child development by the district or other schools<br><br>Community members from a variety of subgroups are active participants in the planning and facilitating of community events related to team |
| Restorative, fair, and unbiased policies to address student misconduct are not implemented   | Restorative, fair, and unbiased policies to address student misconduct are inconsistently implemented   | Restorative, fair, and unbiased policies to address student misconduct are consistently implemented   | All members of the team are aligning and implementing feedback from families   |

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## EVIDENCE OF IMPACT FOR LEADER OF OTHERS: COMMUNITY & EQUITY

| NOT MEETING (1-2)  | APPROACHING (3-4)  | EFFECTIVE (5-6)  | DISTINGUISHED (7) |
|--|--|--|-------------------|
| Team/Leader of Others does not intentionally engage the community in shared decision-making process                                    | Team/Leader of Others sometimes intentionally engages the community in shared decision-making process  | Team/Leader of Others intentionally engages the community in shared decision-making process  |                   |
| Team/Leader of Others is not collaborative and transparent with families and community about student goals and team data               | Team/Leader of Others is inconsistently collaborative and transparent with families and community about student goals and team data                  | Team/Leader of Others is consistently collaborative and transparent with families and community about student goals and team data    |                   |
| If applicable, team/Leader of Others does not partner with families around student success   | If applicable, team/Leader of Others inconsistently partners with families around student success  | If applicable, team/Leader of Others partners with families around student success   |                   |
| If applicable, there are positive learning environments in few team members' classrooms along with ineffective routines and procedures | If applicable, there are positive learning environments in some team members' classrooms along with inconsistently effective routines and procedures | If applicable, there are positive learning environments in all team members' classrooms along with effective routines and procedures |                   |

# LEADER OF OTHERS: PERSONAL & VALUES

| PERSONAL & VALUES   |   |
|---|---|
| COMPETENCY  | INDICATORS  |
| Demonstrates values-driven, reflective and resilient leadership | <ul style="list-style-type: none"> <li>• <b>Values:</b> Models demonstration and self-accountability of the school values</li> <li>• <b>Personal Development:</b> Demonstrates emotional intelligence through self-awareness, self-management, relationship building and self-improvement</li> <li>• <b>Communication + Influence:</b> Communicates in a compelling and adaptive manner that builds trust and buy-in of all stakeholders</li> </ul> |

| EVIDENCE OF IMPACT FOR LEADER OF OTHERS: PERSONAL & VALUES  |  |  |  |
|---|--|--|--|
| NOT MEETING (1-2)   | APPROACHING (3-4)  | EFFECTIVE (5-6)  | DISTINGUISHED (7)  |
| Team's/Leader of Other's actions are not aligned with school's values                               | Team's/Leader of Other's actions are inconsistently aligned with school's values                             | Team's/Leader of Other's actions are aligned with school's values  | In addition to effective:<br><br>Consistent alignment between Leader of Other's actions and DPS' values<br><br>Leader of Others inspires team<br><br>Leader of Others mentors others in leadership positions in the school<br><br>Leader of Others influences policy decisions by serving on district committees |
| System and process for self-awareness and reflection are not utilized                               | System and process for self-awareness and reflection are inconsistently utilized                             | System and process for self-awareness and reflection are consistently utilized                             |  |
| Leader of Others does not acknowledge feedback, share plans to improve, nor progress monitor growth | Leader of Others inconsistently acknowledges feedback, shares plans to improve, and progress monitors growth | Leader of Others consistently acknowledges feedback, shares plans to improve, and progress monitors growth |  |

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**EVIDENCE OF IMPACT FOR LEADER OF OTHERS: PERSONAL & VALUES**

| NOT MEETING (1-2)   | APPROACHING (3-4)  | EFFECTIVE (5-6)   | DISTINGUISHED (7) |
|---|--|---|-------------------|
| Staff members, students, families and community members express minimal trust and belief in the leader's integrity and intentions | Staff members, students, families and community members express some trust and belief in the leader's integrity and intentions | Staff members, students, families and community members express trust and belief in the leader's integrity and intentions |                   |
| Leader of Others does not model district and school values and does not hold others accountable to them                           | Leader of Others inconsistently models district and school values and inconsistently holds others accountable to them          | Leader of Others models district and school values and holds others accountable to them                                   |                   |

**NOTES/OTHER EVIDENCE/ARTIFACTS/DATA POINTS THAT SUPPORT THE EVIDENCE OF IMPACT\***

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*\* See pages 53-55 for possible examples.*

# LEADER OF OTHERS: OPERATIONAL & ORGANIZATIONAL

| OPERATIONAL & ORGANIZATIONAL   |  |
|--|--|
| COMPETENCY   | INDICATORS   |
| Achieves team and/or program goals by driving results, maximizing resources, and ensuring effective management of systems and operations | <ul style="list-style-type: none"> <li>• <b>Drive Results:</b> Sets and achieves ambitious team or program goals</li> <li>• <b>Resources:</b> Leverages relevant resources (such as time, technology, curriculum materials) to improve student outcomes</li> <li>• <b>School Systems + Operations:</b> Ensures effective management of team or program operations, routines and processes</li> </ul> |

| EVIDENCE OF IMPACT FOR LEADER OF OTHERS: OPERATIONAL & ORGANIZATIONAL                                |   |  |  |
|--|---|--|--|
| NOT MEETING (1-2)  | APPROACHING (3-4)   | EFFECTIVE (5-6)  | DISTINGUISHED (7)  |
| Team/Leader of Others does not set ambitious goals for professional practice and student achievement | Team/Leader of Others sets some ambitious goals for professional practice and student achievement | Team/Leader of Others sets ambitious goals for professional practice and student achievement | In addition to effective:<br><br>Leader of Others creates effective and sustainable school systems that are used by the district as an exemplar or model |
| Team/Leader of Others does not achieve milestones despite obstacles                                  | Team/Leader of Others achieves some milestones despite obstacles                                  | Team/Leader of Others achieves milestones despite obstacles                                  | Leader of Others empowers others to initiate effective team systems  |

*Continued on next page*

**EVIDENCE OF IMPACT FOR LEADER OF OTHERS: OPERATIONAL & ORGANIZATIONAL**

| NOT MEETING (1-2)   | APPROACHING (3-4)  | EFFECTIVE (5-6)  | DISTINGUISHED (7) |
|---|--|--|-------------------|
| Schedules and calendars are not adhered to and do not allow for team collaboration, professional development, and team meetings | Schedules and calendars inconsistently adhered to and maximize student learning and inconsistently allow for team collaboration, professional development, and team meetings | Schedules and calendars are adhered to and maximize student learning and allow for team collaboration, professional development, and team meetings |                   |
| If applicable, few or no team members' learning environments are organized, safe, and visually inspiring                        | If applicable, some team members' learning environments are organized, safe, and visually inspiring  | If applicable, all team members' learning environments are organized, safe, and visually inspiring   |                   |

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## Career Stallers

DPS leaders are expected to add value to our district and the individual communities that they serve. We see them as the strategic force behind our Denver Plan 2020 vision: Every Child Succeeds. No matter where you are in your leadership tenure or what position you hold, sustaining progress takes constant work. Going to the next level — whether making your school a district exemplar or pursuing a level-up leadership role — takes intentionality in growing your skills as a leader as well as your capacity to lead. Below is a list of career stallers, by role, that, if unchecked, may limit future opportunities. These indicators can be used by managers to decide how leaders should be scored within one category (e.g., between a 3 or 4 on approaching) or between categories (e.g., approaching or effective) and help leaders and managers set goals and guide a focus for growth.

- Does not build buy-in and commitment from stakeholders; underestimates change management and communications needs
- Does not accept accountability for negative influence, failure, or lack of results; acts defensively rather than proactively to address issues of concern
- Does not build collaborative relationships
- Does not effectively influence accountability through indirect authority
- Does not properly escalate risks and issues and eliminate obstacles to program impact and success
- Distances self from unpopular or difficult decisions; fears failure and discourages calculated risk-taking
- Does not connect their individual body of work to their school's goals and initiatives
- Does not build collaborative relationship with manager; does not manage up well

# EXAMPLE DATA POINTS THAT SUPPORT THE EVIDENCE OF IMPACT / RELEVANT COLLABORATE ITEMS / GUIDING QUESTIONS

## EXAMPLE DATA POINTS

| INSTRUCTIONAL EXPERTISE  | VISION & STRATEGY  | PEOPLE & CULTURE  | COMMUNITY & EQUITY   | PERSONAL & VALUES  | OPERATIONAL & ORGANIZATIONAL  |
|--|--|---|--|--|---|
| <p>CMAS Status</p> <p>CMAS Status by Student Characteristics</p> <p>CMAS Growth- Early Literacy (elementary schools only)</p> <p>(P)SAT (secondary schools only)</p> <p>Average Number of Scored Observations</p> <p>Additional Data Points (LEAP, On track to graduation, observation data)</p> <p>LEAD Goals</p> | <p>Black Excellence Plan</p> <p>School Strategic Plan</p> <p>UIP</p> <p>LEAD Goals</p> | <p>Retention of Effective/Distinguished teachers</p> <p>Retention of BIPOC teachers of color</p> <p>Diversity of teacher applicants and hires</p> <p>Teacher demographics</p> <p>Talent Management Survey Indices</p> <p>LEAD Goals</p> | <p>Parent Satisfaction Survey</p> <p>Student Satisfaction Survey</p> <p>Whole Child Survey</p> <p>LEAD Goals</p> <p>ELA PAC mtgs</p> | <p>LEAD Goals</p> <p>Evidence of reflection and goal setting</p> | <p>ILT LEAD Goals</p> <p>Action Plans for Achieving Goals</p> <p>Progress Monitoring Goals</p> <p>Schedules and Calendars</p> <p>ELA Program Implementation</p> |

# EXAMPLE DATA POINTS THAT SUPPORT THE EVIDENCE OF IMPACT / RELEVANT COLLABORATE ITEMS / GUIDING QUESTIONS

## RELEVANT COLLABORATE ITEMS

| INSTRUCTIONAL EXPERTISE   | VISION & STRATEGY  | PEOPLE & CULTURE  | COMMUNITY & EQUITY   | PERSONAL & VALUES  | OPERATIONAL & ORGANIZATIONAL  |
|---|--|---|--|--|---|
| <p>Ensures that I receive feedback and coaching to improve my job performance</p> <p>Ensures that I am supported in implementing best practice for Multilingual Acquisition</p> <p>Uses meaningful data and metrics to make decisions</p> <p>Implements systems to prioritize collaborative planning time</p> <p>Ensures that high-quality classroom instructional strategies are implemented</p> <p>Ensures high-quality professional learning</p> <p>Ensures that I understand and consistently use student data to drive effective instruction</p> | <p>Is willing to make difficult decisions</p> <p>Finds creative solutions to solve problems</p> <p>Regularly communicates progress towards our school's goals.</p> <p>Establishes and takes action on the more important strategic priorities for our school</p> | <p>Values me.</p> <p>Shares ownership and responsibility for achieving our school's goals.</p> <p>Empowers me to do my job.</p> <p>Is accessible to me. Finds a way past conflict to a positive outcome.</p> <p>Holds me accountable to high performance.</p> | <p>Values and respects the students in my school.</p> <p>Honors cultures and diverse backgrounds.</p> <p>Creates an environment that fosters passion for learning in students. Identifies and takes action to close equity gaps at our school.</p> <p>Creates a welcoming environment that actively engages all families from diverse backgrounds and cultures.</p> <p>Ensures that clear systems and structures are in place to support a positive student culture.</p> | <p>Is a person whom I trust.</p> <p>Is visible in the building</p> <p>Models the DPS values</p> <p>Is reflective, open to and grows from feedback.</p> <p>Communicates effectively about matters affecting me in my job.</p> | <p>ILT LEAD Goals</p> <p>Action Plans for Achieving Goals</p> <p>Progress Monitoring Goals</p> <p>Schedules and Calendars</p> <p>ELA Program Implementation</p> |

# EXAMPLE DATA POINTS THAT SUPPORT THE EVIDENCE OF IMPACT / RELEVANT COLLABORATE ITEMS / GUIDING QUESTIONS

## EXAMPLE GUIDING QUESTIONS

| INSTRUCTIONAL EXPERTISE  | VISION & STRATEGY   | PEOPLE & CULTURE   | COMMUNITY & EQUITY   | PERSONAL & VALUES  | OPERATIONAL & ORGANIZATIONAL   |
|--|---|--|--|--|--|
| <p>Are all students at the school demonstrating academic achievement?</p> <p>Are gaps being closed?</p> <p>Is the school using DDI cycles to drive academic improvements?</p> <p>How is data being used in classrooms?</p> <p>Are teachers demonstrating growth in their practices as evidenced by student outcomes?</p> | <p>Does the school have a compelling vision with shared ownership and buy-in?</p> <p>Is the leader's planning and decision making strategic and aligned to the UIP?</p> <p>How well is the leader leading change in the school?</p> <p>Is the leader engaging in innovation that leads to student outcomes?</p> | <p>Are high performing staff being retained or moving up the leadership pipeline?</p> <p>Does retention data match the school priorities?</p> <p>Is the school making strides to increase staff diversity through the recruitment and hiring practices?</p> <p>Is there a positive staff culture?</p> <p>Does all staff receive regular and consistent feedback?</p> | <p>Does the school encourage and facilitate strong parent and community involvement?</p> <p>Is there a strong student culture in place?</p> <p>Are discipline and attendance goals being met?</p> <p>Is there disproportionality in the data across student subgroups?</p> | <p>Does the leader have open communication with staff?</p> <p>Is the leader reflective and receptive to feedback?</p> <p>Are there clear and safe opportunities for staff and community to provide feedback?</p> <p>Does the leader hold themselves and others accountable to school values?</p> | <p>Are resources being allocated in alignment with school priorities?</p> <p>Is the budget balanced and strategic?</p> <p>Are goals being tracked and met?</p> <p>Are strong systems and structures for day to day functions in place?</p> |

# LEAD SENIOR / TEAM LEAD GROWTH & PERFORMANCE OVERVIEW

For growth and development purposes only, not for formal evaluation

The LEAD Framework competencies for Senior / Team Leads are to be used for growth and development purposes only, not for formal evaluation. Formal evaluation of the Senior / Team Lead position should be included in P7 in LEAP.

The LEAD Framework competencies are meant to provide current Senior / Team Leads aligned formative feedback to grow in their leadership role throughout the year.

The LEAD Framework can provide aspiring Senior / Team Leads with visibility into competencies needed to serve in the role, and can help hiring committees align on screening competencies for Senior / Team Lead selection.



# SENIOR/TEAM LEAD: INSTRUCTIONAL EXPERTISE

| INSTRUCTIONAL EXPERTISE  |   |
|--|---|
| COMPETENCY   | INDICATORS  |
| Develops a team of teachers' ability to deliver joyful, rigorous and personalized instruction that leads their students to high academic achievement | <ul style="list-style-type: none"><li>• <b>Equity in Instruction:</b> Leads teachers to a shared belief and ownership in the academic success of every child and closing of achievement gaps</li><li>• <b>Instructional Excellence:</b> Develops the capacity of a team of teachers through observation and feedback, coaching, professional learning, and/or collaboration</li><li>• <b>Rigorous &amp; Relevant Curricula:</b> Develops the capacity of a team of teachers to implement rigorous and relevant curriculum and daily and long-term planning in all classrooms</li><li>• <b>Use of Student Data:</b> Develops the capacity of a team of teachers to improve assessment practices, data analysis and action planning</li></ul> |

| NOTES/OTHER EVIDENCE/ARTIFACTS/DATA POINTS THAT SUPPORT THE EVIDENCE OF IMPACT* |
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## EVIDENCE OF IMPACT FOR SENIOR/TEAM LEAD: INSTRUCTIONAL EXPERTISE

| NOT MEETING (1-2)   | APPROACHING (3-4)   | EFFECTIVE (5-6)  | DISTINGUISHED (7)   |
|---|---|--|---|
| <p>Team of teachers does not implement action plans or progress monitoring of disaggregated data academic achievement goals</p>   | <p>Team of teachers implements action plans and progress monitoring of disaggregated data that indicate the majority of students are not on track to meet annual academic achievement goals</p>                           | <p>Team of teachers implements action plans and progress monitoring of disaggregated data that indicate the majority of students are on track to meet annual academic achievement goals</p>                      | <p>In addition to effective:<br/>Teachers are structured in teams providing academic interventions and supports that significantly mitigate equity gaps in student achievement</p>  |
| <p>Team structure for academic interventions, differentiation and supports does not address equity gaps in academic achievement</p>   | <p>Team structure for academic interventions, differentiation and supports is targeting equity gaps in academic achievement</p>   | <p>Team structure for academic interventions, differentiation and supports is leading to progress in mitigating equity gaps in academic achievement</p>  | <p>Sustained instructional excellence (as defined by Framework for Effective Teaching) exists in the majority of team members' classrooms since Senior/Team Lead tenure in role</p> |
| <p>Team strategies do not include evidence-based best practices for Multilingual Learners and are not used to support the linguistic and academic success of culturally and linguistically diverse students</p> | <p>Team strategies that include some evidence-based best practices for Multilingual Learners are inconsistently used to support the linguistic and academic success of culturally and linguistically diverse students</p> | <p>Consistent team strategies that include evidence-based best practices for Multilingual Learners are used to support the linguistic and academic success of culturally and linguistically diverse students</p> | <p>Instructional decisions are made in collaboration with the team, utilizing data to inform professional development needs to support student mastery</p>                          |
| <p>Few or no team teachers' students are engaged in rigorous, standards-aligned curriculum and show mastery toward the objectives</p>   | <p>Some team teachers' students are engaged in rigorous, standards-aligned curriculum and show mastery toward the objectives</p>  | <p>All team teachers' students are engaged in rigorous, standards-aligned curriculum and show mastery toward the grade-level objectives</p>  |   |

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## EVIDENCE OF IMPACT FOR SENIOR/TEAM LEAD: INSTRUCTIONAL EXPERTISE

| NOT MEETING (1-2)   | APPROACHING (3-4)  | EFFECTIVE (5-6)  | DISTINGUISHED (7) |
|---|--|--|-------------------|
| <p>Team teachers' action steps from observations are aligned to target areas for individual improvement, and growth on LEAP indicators show a lack of teacher instructional improvement for teachers on team aligned with team's year-long instructional improvement priorities. and/or teachers are ineffectively implementing effective teaching practices (as described in the Framework for Effective Teaching)</p> | <p>Team teachers' action steps from observations are aligned to target areas for individual improvement or some school improvement, and growth on LEAP indicators show insufficient instructional improvement for teachers on team aligned with team's year-long instructional improvement priorities. and/or teachers are inconsistently implementing effective teaching practices (as described in the Framework for Effective Teaching)</p> | <p>Team teachers' action steps from observations are aligned to target areas for school improvement, and growth on LEAP indicators show the majority of teachers on team have improved practice aligned with team's year-long instructional improvement priorities and are consistently implementing effective teaching practices (as described in the Framework for Effective Teaching)</p> |                   |
| <p>Few or no teachers on the team share ownership and responsibility for teacher and student growth and performance</p>   | <p>Some teachers on the team share ownership and responsibility for teacher and student growth and performance</p>   | <p>All teachers on the team share ownership and responsibility for teacher and student growth and performance</p>  |                   |

# SENIOR/TEAM LEAD: VISION & STRATEGY

| VISION & STRATEGY  |  |
|--|--|
| COMPETENCY   | INDICATORS   |
| Invests team in the school's vision through strategic planning, change leadership and innovative practices | <ul style="list-style-type: none"><li>• <b>Vision:</b> Communicates and invests team in a compelling vision of equity for all students</li><li>• <b>Strategic Planning:</b> Sets clear and coherent annual team goals aligned to the school-wide strategic plan</li><li>• <b>Change Leadership and School Improvement:</b> Supports sustainable change within a team of teachers with urgency</li><li>• <b>Innovative Practices:</b> Seeks and adopts innovative ways to improve the team's outcomes</li></ul> |

| NOTES/OTHER EVIDENCE/ARTIFACTS/DATA POINTS THAT SUPPORT THE EVIDENCE OF IMPACT* |
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## EVIDENCE OF IMPACT FOR SENIOR/TEAM LEAD: VISION & STRATEGY

| NOT MEETING (1-2)   | APPROACHING (3-4)  | EFFECTIVE (5-6)   | DISTINGUISHED (7)   |
|---|--|---|---|
| Few or no teachers on the team demonstrate understanding and shared ownership of the school's vision and strategic plan                           | Some teachers on the team demonstrate understanding and shared ownership of the school's vision and strategic plan                           | All teachers on the team demonstrate understanding and shared ownership of the school's vision and strategic plan                           | <p>In addition to effective:</p> <p>Senior/Team Lead develops team members' capacity to initiate and facilitate development of strategic plans</p> <p>Innovative thinking and calculated risk-taking is demonstrated by all teachers on the team aligned with school vision and achievement of strategic plan goals</p> <p>Develops teachers on team as champions of change</p> |
| Few or no teachers on the team can articulate alignment between team goals and school goals, vision, and strategic priorities                     | Some teachers on the team can articulate alignment between team goals and school goals, vision, and strategic priorities                     | All teachers on the team can articulate alignment between team goals and school goals, vision, and strategic priorities                     |   |
| Teachers on the team do not communicate progress around the strategic plan gaps in academic achievement.  | Teachers on the team inconsistently communicate progress around the strategic plan   | Teachers on the team regularly communicate progress around the strategic plan   |   |
| Teachers on the team are not involved in progress monitoring the strategic plan and making adjustments as needed                                  | Some teachers on the team are involved in progress monitoring the strategic plan and making adjustments as needed                            | All teachers on the team are involved in progress monitoring the strategic plan and making adjustments as needed                            |   |
| Few or no teachers on the team take part in developing and implementing innovative solutions, programs, and systems that improve student outcomes | Some teachers on the team take part in developing and implementing innovative solutions, programs, and systems that improve student outcomes | All teachers on the team take part in developing and implementing innovative solutions, programs, and systems that improve student outcomes |   |

# SENIOR/TEAM LEAD: PEOPLE & CULTURE

| PEOPLE & CULTURE  |   |
|---|---|
| COMPETENCY  | INDICATORS  |
| Builds instructional and leadership capacity among a team of teachers, developing a team culture of continuous learning that maximizes staff and student morale and performance | <ul style="list-style-type: none"> <li>• <b>Distributive Leadership:</b> Shares ownership and responsibility of the team’s vision and goals with a team of teachers</li> <li>• <b>Talent Management:</b> Builds instructional and leadership capacity and accountability among a team of teachers</li> <li>• <b>Staff Culture:</b> Creates a team culture that embraces continuous learning and feedback</li> </ul> |

| NOTES/OTHER EVIDENCE/ARTIFACTS/DATA POINTS THAT SUPPORT THE EVIDENCE OF IMPACT* |
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## EVIDENCE OF IMPACT FOR SENIOR/TEAM LEAD: PEOPLE & CULTURE

| NOT MEETING (1-2)  | APPROACHING (3-4)  | EFFECTIVE (5-6)   | DISTINGUISHED (7)  |
|--|--|---|--|
| Senior/Team Lead viewed as ineffective manager and untrustworthy leader  | Senior/Team Lead viewed as moderately effective manager and trustworthy leader   | Senior/Team Lead viewed as effective manager and trustworthy leader   | <p>In addition to effective:</p> <p>Develops team's ability to share ownership and responsibility of school's vision and goals</p> <p>Teachers on the team contribute to the district leadership pipeline</p> <p>Culture of continuous learning and feedback exists for teachers on team</p> |
| Retention and renewal data indicate a decline in high performing teachers on team remaining at school or moving through the pipeline and a decline in performance accountability for poor performers                         | Retention and renewal data indicate that some high performing teachers on team are remaining at the school or moving through the pipeline, and some poor performers are held accountable to performance expectations             | Retention and renewal data indicate that high performing teachers on team are remaining at the school or moving through the pipeline, and poor performers are held accountable to performance expectations          |  |
| Positive team culture that ensures a sense of safety, seeks diverse perspectives, and embraces continuous learning and improvement does not exist; team does not feel valued or take ownership of the success of every child | Movement toward a positive team culture exists that ensures a sense of safety, seeks diverse perspectives, and embraces continuous learning and improvement; team feels valued and takes ownership of the success of every child | Positive team culture established that ensures a sense of safety, seeks diverse perspectives, and embraces continuous learning and improvement; team feels valued and takes ownership of the success of every child |  |
| Teachers on the team do not receive ongoing, actionable feedback or high-quality performance appraisals  | Teachers on the team receive ongoing, actionable feedback that leads to performance improvement, including high-quality performance appraisals   | Teachers on the team receive ongoing, actionable feedback that leads to performance improvement, including high-quality performance appraisals  |  |

# SENIOR/TEAM LEAD: COMMUNITY & EQUITY

| COMMUNITY & EQUITY   |   |
|--|---|
| COMPETENCY   | INDICATORS  |
| <p>Contributes to a positive, inclusive school community that supports the development of the Whole Child and meaningfully engages students, families, and community members</p> | <ul style="list-style-type: none"> <li>• <b>Equity and Cultural Responsiveness:</b> Implements team initiatives to identify and mitigate inequities within the school and to value and respect each student and family's diversity and culture</li> <li>• <b>Inclusive, Caring and Supportive School Community:</b> Builds capacity of a team of teachers to create welcoming and inclusive classroom learning environments</li> <li>• <b>Community Engagement:</b> Models how to empower families as academic partners in the classroom</li> </ul> |

| NOTES/OTHER EVIDENCE/ARTIFACTS/DATA POINTS THAT SUPPORT THE EVIDENCE OF IMPACT* |
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## EVIDENCE OF IMPACT FOR SENIOR/TEAM LEAD: COMMUNITY & EQUITY

| NOT MEETING (1-2)   | APPROACHING (3-4)   | EFFECTIVE (5-6)  | DISTINGUISHED (7)  |
|---|---|--|--|
| <p>Teachers on the team do not contribute to an environment that values and respects each student's and family's diversity, language, and culture; team does not contribute to structures in place to regularly identify and address inequities within the team of teachers' scope of influence</p> | <p>Teachers on the team contribute to an environment that values and respects each student's and family's diversity, language, and culture; team inconsistently contributes to structures in place to regularly identify and address inequities within the team of teachers' scope of influence</p> | <p>Teachers on the team contribute to an environment that values and respects each student's and family's diversity, language, and culture; team contributes to structures in place to regularly identify and address inequities within the team of teachers' scope of influence</p> | <p>In addition to effective:</p> <p>Systems and structures are used as an exemplar for Whole Child development by the district or other schools</p> <p>Community members from a variety of subgroups are active participants in the planning and facilitating of community events related to team</p> <p>All teachers on the team are aligning and implementing feedback from families</p> |
| <p>Restorative, fair, and unbiased policies to address student misconduct are not implemented</p>   | <p>Restorative, fair, and unbiased policies to address student misconduct are inconsistently implemented</p>  | <p>Restorative, fair, and unbiased policies to address student misconduct are consistently implemented</p>   |  |
| <p>Teachers on the team do not intentionally engage the community in shared decision-making process</p>   | <p>Teachers on the team sometimes intentionally engage the community in shared decision-making process</p>  | <p>Teachers on the team intentionally engage the community in shared decision-making process</p>   |  |
| <p>Teachers on the team are not transparent with families and community about student goals and team data</p>   | <p>Teachers on the team are inconsistently transparent with families and community about student goals and team data</p>  | <p>Teachers on the team are consistently transparent with families and community about student goals and team data</p>   |  |

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## EVIDENCE OF IMPACT FOR SENIOR/TEAM LEAD: COMMUNITY & EQUITY

| NOT MEETING (1-2)  | APPROACHING (3-4)   | EFFECTIVE (5-6)  | DISTINGUISHED (7) |
|--|---|--|-------------------|
| Teachers on the team do not partner with families around student success   | Teachers on the team inconsistently partner with families around student success  | Teachers on the team are partnering with families around student success   |                   |
| Few or no teachers on the team maintain a positive learning environment in their classrooms along with effective routines and procedures | Some teachers on the team maintain a positive learning environment in their classrooms along with effective routines and procedures | All teachers on the team maintain a positive learning environment in their classrooms along with effective routines and procedures |                   |
| Senior/Team Lead does not engage in courageous conversations in support of equity  | Senior/Team Lead inconsistently engages in courageous conversations in support of equity  | Senior/Team Lead consistently engages in courageous conversations in support of equity   |                   |

# SENIOR/TEAM LEAD: PERSONAL & VALUES

| PERSONAL & VALUES  |  |
|--|--|
| COMPETENCY   | INDICATORS   |
| Demonstrates values-driven, reflective, and resilient leadership | <ul style="list-style-type: none"> <li>• <b>Values:</b> Leads a team of teachers to a collective commitment to demonstrating school values</li> <li>• <b>Personal Development:</b> Demonstrates emotional intelligence through self-awareness, self-management, relationship building and self-improvement</li> <li>• <b>Communication + Influence:</b> Communicates in a compelling and adaptive manner that builds trust and buy-in of team</li> </ul> |

| NOTES/OTHER EVIDENCE/ARTIFACTS/DATA POINTS THAT SUPPORT THE EVIDENCE OF IMPACT* |
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## EVIDENCE OF IMPACT FOR SENIOR/TEAM LEAD: PERSONAL & VALUES

| NOT MEETING (1-2)   | APPROACHING (3-4)  | EFFECTIVE (5-6)   | DISTINGUISHED (7)   |
|---|--|---|---|
| Senior/Team Lead's actions are not aligned with school's values and do not support team unity and cohesion                                  | Senior/Team Lead's actions are inconsistently aligned with school's values and inconsistently support team unity and cohesion            | Senior/Team Lead's actions are aligned with school's values and support team unity and cohesion                                     | In addition to effective:<br><br>Consistent alignment between Senior/Team Lead's actions and DPS' values    |
| System and process for self-awareness and reflection are not utilized   | System and process for self-awareness and reflection are inconsistently utilized   | System and process for self-awareness and reflection are consistently utilized  | Senior/Team Lead inspires team<br><br>Senior/Team Lead mentors others in leadership positions in the school |
| Senior/Team Lead does not acknowledge feedback, share plans to improve, nor progress monitor growth   | Senior/Team Lead inconsistently acknowledges feedback, shares plans to improve, and progress monitors growth                             | Senior/Team Lead consistently acknowledges feedback, shares plans to improve, and progress monitors growth                          | Senior/Team Lead influences policy decisions by serving on district committees                              |
| Staff members, students, families and community members express minimal trust and belief in the Senior/Team Lead's integrity and intentions | Staff members, students, families and community members express some trust and belief in the Senior/Team Lead's integrity and intentions | Staff members, students, families and community members express trust and belief in the Senior/Team Lead's integrity and intentions |   |
| Senior/Team Lead does not model district and school values and does not hold others accountable to them                                     | Senior/Team Lead inconsistently models district and school values and inconsistently holds others accountable to them                    | Senior/Team Lead models district and school values and holds others accountable to them   |   |
| Team of teachers does not feel safe providing feedback to Senior/Team Lead  | Team of teachers inconsistently feel safe providing feedback to Senior/Team Lead   | Team of teachers feels safe providing feedback to Senior/Team Lead  |   |

# SENIOR/TEAM LEAD: OPERATIONAL & ORGANIZATIONAL

| OPERATIONAL & ORGANIZATIONAL   |  |
|--|--|
| COMPETENCY   | INDICATORS   |
| Achieves team goals by driving results, maximizing resources, and ensuring effective management of team systems and operations | <ul style="list-style-type: none"><li>• <b>Drive Results:</b> Sets and achieves ambitious team goals</li><li>• <b>Resources:</b> Leverages relevant resources (such as time, technology, curriculum materials) to improve student outcomes</li><li>• <b>School Systems + Operations:</b> Ensures effective management of team operations, routines and processes</li></ul> |

| NOTES/OTHER EVIDENCE/ARTIFACTS/DATA POINTS THAT SUPPORT THE EVIDENCE OF IMPACT* |
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## EVIDENCE OF IMPACT FOR SENIOR/TEAM LEAD: OPERATIONAL & ORGANIZATIONAL

| NOT MEETING (1-2)   | APPROACHING (3-4)   | EFFECTIVE (5-6)   | DISTINGUISHED (7)   |
|---|---|---|---|
| Few or no teachers on the team set ambitious goals for professional practice and student achievement                                      | Some teachers on the team set ambitious goals for professional practice and student achievement                                     | All teachers on the team set ambitious goals for professional practice and student achievement                                    | <p>In addition to effective:</p> <p>Senior/Team Lead creates effective and sustainable school systems that are used by the district as an exemplar or model</p> <p>Senior/Team Lead empowers others and helps them initiate effective systems</p> |
| Few or no teachers on the team achieve milestones despite obstacles   | Some teachers on the team achieve milestones despite obstacles  | All teachers achieve milestones despite obstacles   |   |
| Team schedule and meetings do not model effective use of time, are not transparent, do not include stakeholders and/or maximize resources | Team schedule and meetings inconsistently model effective use of time, are transparent, include stakeholders and maximize resources | Team schedule and meetings consistently model effective use of time, are transparent, include stakeholders and maximize resources |   |
| Few or no team members' learning environments are organized, safe, and visually inspiring   | Some team members' learning environments are organized, safe, and visually inspiring  | All team members' learning environments are organized, safe, and visually inspiring   |   |

## Career Stallers

DPS leaders are expected to add value to our district and the individual communities that they serve. We see them as the strategic force behind our Denver Plan 2020 vision: Every Child Succeeds. No matter where you are in your leadership tenure or what position you hold, sustaining progress takes constant work. Going to the next level — whether making your school a district exemplar or pursuing a level-up leadership role — takes intentionality in growing your skills as a leader as well as your capacity to lead. Below is a list of career stallers, by role, that, if unchecked, may limit future opportunities. These indicators can be used by managers to decide how leaders should be scored within one category (e.g., between a 3 or 4 on approaching) or between categories (e.g., approaching or effective) and help leaders and managers set goals and guide a focus for growth.

- Fixes the mistakes of team members rather than coaching and developing; views questions from team members as interruptions
- Spends too much time with people and in areas where they are most comfortable; maintains status quo rather than seeking improvements
- Keeps too much information to self and does not communicate information effectively with others; does not give visibility of the work to the team or others
- Does not create measurable indicators of success for performance within the team
- Does not connect team members to the support they need
- Distances self from unpopular or difficult decisions; fears failure



DENVER  
PUBLIC  
SCHOOLS

# Leadership Excellence and Development

[LEAD@dpsk12.org](mailto:LEAD@dpsk12.org)