2017 School Leadership Framework

DENVER PUBLIC SCHOOLS
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Introduction

In Denver Public Schools, our vision is that Every Child Succeeds. How do we get there? We work to attract, develop and retain strong leaders for our schools by providing targeted talent strategy services and a suite of growth and performance tools. DPS growth and performance systems are designed to support employees by providing coaching, feedback and professional growth opportunities.

The School Leadership Framework details our district-wide, shared expectations for school leaders and sets the foundation for recruitment, selection, leadership preparation, performance reviews, professional growth and succession planning. In a nutshell, the School Leadership Framework defines what excellent school leadership looks like.

As DPS places more emphasis on distributive leadership, it's important that we have principals who build, develop and empower strong Instructional Leadership Teams. The revised School Leadership Framework reflects the necessary evolution of a principal to a leader-of-leaders and defines expectations for all school leaders – principals, assistant principals, deans and teacher leaders.

This 2017 updated version of the School Leadership Framework reflects input from district and school leaders, leveraging their expertise to accurately capture the complexities of school leadership. It is aligned to state and national standards for school leaders and is designed to address the needs of our diverse urban school district.

The School Leadership Framework should be used in combination with the district's suite of growth and performance tools, including LEAD performance evaluations and the LEAD Development Progression. Learn more about how these tools work together to support the growth and performance of our school leaders at leadindenver.dpsk12.org.

School Leadership Framework: Competency Progression

	PRINCIPAL	ASSISTANT PRINCIPAL	LEADERS OF OTHERS	SENIOR/TEAM LEAD
Instructional Expertise	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	Develops a team of teachers' ability to deliver joyful, rigorous and personalized instruction that leads their students to high academic achievement
Vision & Strategy	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	Invests team in the school's vision through strategic planning, change leadership and innovative practices
People & Culture	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	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
Community & Equity	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	Contributes to a positive, inclusive school community that supports the development of the Whole Child and meaningfully engages students, families and community members
Personal & Values	Inspires others through values-driven, reflective and resilient leadership	Models values-driven, reflective and resilient leadership	Demonstrates values-driven, reflective and resilient leadership	Demonstrates values-driven, reflective and resilient leadership
Oper. & Organ.	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	Achieves team goals by driving results, maximizing resources and ensuring effective management of team systems and operations

PRINCIPAL

COMPETENCY	INDICATORS	EVIDENCE OF IMPACT
Instructional Expertise		
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	• **Equity in Instruction:** Leads entire school to a shared belief and ownership in the academic success of every child and closing of achievement gaps • **Instructional Excellence:** Develops the capacity of an ILT to grow teachers through observation and feedback, coaching, professional learning and/or collaboration • **Rigorous & Relevant Curricula:** Ensures strategic selection and implementation of rigorous and relevant curriculum and daily and long-term planning in all classrooms • **Use of Student Data:** Ensures selection and implementation of a school-wide assessment strategy that leads to teacher data analyses and action plans that improve student outcomes	• School implements action plans based on student-specific disaggregated data that close achievement gaps • Students receive differentiation and academic programming that meet their diverse cultural, linguistic, and learning needs • Effective teaching practices (as described in the Framework for Effective Teaching) are consistently implemented in the majority of classrooms • Teachers receive and implement ongoing feedback and professional learning that align to the school and district instructional expectations leading to improved student outcomes • Students engage in rigorous, relevant curricula and receive differentiated academic intervention and enrichment when needed • Student mastery of grade-level standards improve as a result of data analyses and action plans
Vision & Strategy		
Drives a schoolwide compelling vision of equity through strategic planning, change leadership and school improvement, and innovative practices	• **Vision:** Communicates and invests stakeholders in developing and sharing a compelling vision of equity for all students • **Strategic Planning:** Facilitates the development, implementation, monitoring and adjustment of school-wide short-and long-term strategic plans • **Change Leadership and School Improvement:** Leads sustainable, school-wide change and school improvement with calculated urgency • **Innovative Practices:** 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	• School vision is clearly articulated, understood and embraced by all stakeholders • Staff, students and families can articulate the alignment between the school goals, vision, priorities and the Denver 2020 plan • School executes a school-wide strategic plan that aligns to the UIP, school vision and district priorities • Change initiatives are executed and sustained with urgency and buy-in, leading to school improvement • School develops innovative solutions, programs and systems that solve for problems and improve student outcomes
People & Culture		
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	• **Distributive Leadership:** Empowers leaders to share ownership, responsibility and authority of the school's vision and goals with all staff • **Talent Management:** Cultivates and holds accountable a high-performance leadership team that selects, retains and grows top talent • **Staff Culture:** Creates the conditions for a school-wide staff culture that embraces continuous learning and feedback	• Leadership Team shares ownership of and accountability for school success and has the authority, time and role clarity to be successful • School selects and retains effective, diverse staff • Staff members receive timely ongoing feedback, professional learning and performance reviews that improve their performance • Staff feel valued, safe to express diverse perspectives and is invested in continuous learning and improvement

Community & Equity

Leads a positive, inclusive school community that supports the development of the Whole Child and meaningfully engages students, families and community members	• **Equity and Cultural Responsiveness:** Creates the systemic structures to identify and mitigate inequities within the school and to value and respect each student and family's diversity and culture • **Inclusive, Caring and Supportive School Community:** Leads stakeholders in creating a welcoming and inclusive school community that partners with families to support all students' intellectual, social and emotional development • **Community Engagement:** Collaboratively creates the conditions and environment to empower community and families to share responsibility and ownership of the school and student learning	• Students and families report they are treated fairly, respectfully, and with an understanding of each student's culture and context • Students and families have equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success • The school implements student policies that address student misconduct in a restorative, fair and unbiased manner • Students and families are engaged and empowered members of the school community • Families and Parents work with school staff to understand student and school performance and to ensure success of their child and school • School has consistent and positive, inclusive classroom learning environments

Personal & Values

Inspires others through values-driven, reflective and resilient leadership	• **Values:** Inspires a collective commitment and accountability to demonstrating the school values • **Personal Development:** Demonstrates emotional intelligence through self-awareness, self-management, relationship building and self-improvement • **Communication + Influence:** Communicates in a compelling and adaptive manner that builds trust and buy-in of all stakeholders	• Staff members communicate via CollaboRATE that school leader models school values and holds others accountable to them • Staff members, students, families and community members express trust and belief in their school leader's integrity and intentions • Staff members and students strive to live school values and integrate the language into their reflections and goal settings • Staff members, students, families and community members feel safe to provide feedback to school leader and leadership team

Operational & Organizational

Achieves school goals by driving results, maximizing resources and ensuring effective management of school systems and operations	• **Drive Results:** Sets and achieves ambitious school goals • **Resources:** Collaboratively and creatively leverages and maximizes flexibility, people, time and resources to improve student outcomes and adult learning • **School Systems + Operations:** Utilizes systems thinking for efficiency of school routines, processes and operations	• School goals and milestones are achieved despite obstacles • School resource allocation supports school vision and academic priorities and demonstrates fiscal responsibility • School schedules and calendars maximize student learning and allow time for teacher collaboration, professional development and leadership team meetings • School has effective schoolwide systems and structures that lead to an organized, safe and visually-inspiring school learning environment conducive to learning

ASSISTANT PRINCIPAL

COMPETENCY	INDICATORS	EVIDENCE OF IMPACT
Instructional Expertise		
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	● **Equity in Instruction:** Leads designated teams to a shared belief and ownership in the academic success of every child and closing of achievement gaps ● **Instructional Excellence:** Develops the capacity of team leads and/or teachers through observation and feedback, coaching, professional learning, and/or collaboration ● **Rigorous + Relevant Curricula:** Develops the capacity of team leads and/or teachers to ensure rigorous and relevant curriculum and daily and long-term planning in all classrooms ● **Use of Student Data:** Develops the capacity of team leads and/or teachers to improve assessment practices, data analysis and action planning	● Team and/or school (if applicable) implements action plans based on student-specific disaggregated data that close achievement gaps ● Students of assigned teachers and/or team leads receive differentiation and academic programming that meet their diverse language and learning needs ● Effective teaching practices (as described in the Framework for Effective Teaching) are consistently implemented in the majority of AP's responsible classrooms. ● AP's teachers and/or team leads receive and implement ongoing feedback that align to the school and district instructional expectations leading to improved student outcomes ● Students of assigned teachers and/or team leads engage in rigorous, relevant curricula and receive differentiated academic intervention and enrichment when needed ● Students of assigned teachers and/or team leads improve mastery of grade-level standards as a result of data analysis and action plans
Vision & Strategy		
Implements and invests stakeholders in the school's vision through strategic planning, change leadership and school improvement and innovative practices	● **Vision:** Establishes shared team or school ownership of a compelling school vision of equity for all students ● **Strategic Planning:** Develops, implements, monitors and adjusts a team's or initiative's strategic plan to support the school-wide plan and goals ● **Change Leadership and School Improvement:** Stimulates and nurtures sustainable change within a school-wide initiative or a team with urgency ● **Innovative Practices:** Initiates and fosters innovative thinking and ideas for a school-wide initiative or a team that improve student outcomes	● School and/or team vision is clearly articulated, understood and embraced by all stakeholders ● Executes a school-wide and/or team strategic plan(s) that aligns to the UIP, school vision and district priorities ● Team and/or school-wide change initiatives are executed and sustained with urgency, leading to school improvement ● Team and/or school develops innovative solutions, programs and systems that improve student outcomes
People & Culture		
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	● **Distributive Leadership:** Builds capacity of leaders to share ownership, responsibility and authority of a school-wide initiative with staff ● **Talent Management:** Collaboratively selects, retains, grows and holds accountable a highly effective team ● **Staff Culture:** Creates an adult culture that embraces continuous learning and feedback	● Team shares ownership of and accountability for school success and has the authority, time and role clarity to be successful. ● Team is comprised of highly effective, diverse members and has high retention. ● Team members welcome and receive ongoing feedback, professional learning and performance reviews that improve their performance ● Staff feel valued by and safe to express diverse perspectives to AP

Community & Equity

Develops a positive, inclusive school community that supports the development of the Whole Child and meaningfully engages students, families and community members	• **Equity and Cultural Responsiveness:** Implements school-wide initiatives to identify and mitigate inequities within the school and to value and respect each student and family's diversity and culture • **Inclusive, Caring and Supportive School Community:** Leads initiatives and/or teams that create a welcoming and inclusive school culture that supports all students' intellectual, social and emotional development • **Community Engagement:** Empowers community and families to share responsibility and ownership of the school and student learning	• Students and families report they are treated fairly, respectfully and with an understanding of each student's culture and context • Students and families have equitable access to effective teachers, learning opportunities, academic and social support and other resources necessary for success • The school implements student policies that address student misconduct in a restorative, fair and unbiased manner • Students are engaged and empowered members of the school community • Families and Parents work with school staff to understand student and school performance and to ensure success of their child and school. • School and/or team has consistent and positive, inclusive classroom learning environments

Personal & Values

Models values-driven, reflective and resilient leadership	• **Values:** Inspires a collective commitment and accountability to demonstrating the school values • **Personal Development:** Demonstrates emotional intelligence through self-awareness, self-management, relationship building and self-improvement • **Communication + Influence:** Communicates in a compelling and adaptive manner that builds trust and buy-in of all stakeholders	• Staff members communicate via CollaboRATE that AP models school values and holds others accountable to them • Staff members, students, families and community members express trust and belief in the AP's integrity and intentions • Team members and students strive to live school values and integrate the language into their reflections and goal settings • Team members, students, families and community members feel safe to provide feedback to AP

Operational & Organizational

Achieves schoolwide and/or team goals by driving results, maximizing resources and ensuring effective management of school and/or team systems and operations	• **Drive Results:** Sets and achieves ambitious school-wide initiative or team goals • **Resources:** Leverages relevant resources (such as time, technology, curriculum and materials) to improve student outcomes • **School Systems + Operations:** Effectively plans, organizes and implements complex school systems (such as budgets, schedules, facilities, lunchroom logistics and physical operations) to improve student outcomes	• Schoolwide and/or team goals and milestones are achieved despite obstacles • Schoolwide and/or team resource allocation supports school vision and academic priorities and demonstrates fiscal responsibility • If applicable, school schedules and calendars maximize student learning and allow time for teacher collaboration, professional development and leadership team meetings • Where appropriate, school has effective schoolwide systems and structures that lead to an organized, safe and visually-inspiring school learning environment conducive to learning

LEADER OF OTHERS

COMPETENCY	INDICATORS	EVIDENCE OF IMPACT
Instructional Expertise		
Develops and/or influences a team of educators' ability to deliver joyful, rigorous and personalized instruction that leads their students to high academic achievement	• **Equity in Instruction:** Leads teachers to a shared belief and ownership in the academic success of every child and closing of achievement gaps • **Instructional Excellence:** Develops the capacity of a team of teachers through observation and feedback, coaching, professional learning and/or collaboration • **Rigorous + Relevant Curricula:** Develops the capacity of a team of teachers to implement rigorous and relevant curriculum and daily and long-term planning in all classrooms • **Use of Student Data:** Develops the capacity of a team of teachers to improve assessment practices, data analysis and action planning	• Team implements action plans based on student-specific disaggregated data that close achievement gaps • Students of team of teachers receive differentiation and academic programming that meet their diverse language and learning needs • Effective teaching practices (as described in the Framework for Effective Teaching) are consistently implemented in the majority of the classrooms of team lead's teachers • Teachers receive and implement ongoing feedback that align to the school and district instructional expectations leading to improved student outcomes • Students of teachers improve mastery of grade-level standards as a result of data analysis and action plans
Vision & Strategy		
Invests others in the school's vision through strategic planning, change leadership and innovative practices	• **Vision:** Communicates and invests others in a compelling vision of equity for all students • **Strategic Planning:** Sets clear and coherent annual program or team goals aligned to the school-wide strategic plan • **Change Management and School Improvement:** Supports sustainable change within a team of teachers or a program with urgency, leading to improved program outcomes • **Innovative Practices:** Seeks and adopts innovative ways to improve the team or program's outcomes	• Program and/or team vision is clearly articulated, understood and embraced by all stakeholders • Executes a team or program strategic plan(s) that aligns to the UIP, school vision and district priorities • Team or program change initiatives are executed and sustained with urgency, leading to improvement of team outcomes • Program or team implements innovative solutions, programs and systems that improve student outcomes
People & Culture		
Supports efforts to grow key talent and develop a culture of continuous learning that maximizes staff and student morale and performance	• **Distributive Leadership:** Shares ownership and responsibility of the program or team's vision and goals with teachers • **Talent Management:** Promotes growth of others by sharing knowledge, expertise and feedback • **Staff Culture:** Promotes and models continuous learning and feedback	• Other stakeholders share and own program success • Program provides learning opportunities to others • Staff feel valued by and safe to express diverse perspectives to leader • If applicable, team is invested in continuous learning and improvement

Community & Equity

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	• **Equity and Cultural Responsiveness:** Implements team or program initiatives to identify and mitigate inequities within the school and to value and respect each student and family's diversity and culture • **Inclusive, Caring and Supportive School Community:** Builds capacity of others to create culturally responsive and inclusive classroom learning environments • **Community Engagement:** Shares responsibility and ownership of a program or team with families and the community	• If applicable, team has consistent and positive, inclusive classroom learning environments • If applicable, team members implement classroom management strategies that address student misconduct in a restorative, fair and unbiased manner • If applicable, students in teachers' classrooms are engaged and empowered members of the classroom community • If applicable, team of teachers demonstrate effectiveness in Professional 4 indicator (advocates for and engages students, families and the community in support of improve student outcomes)

Personal & Values

Demonstrates values-driven, reflective and resilient leadership	• **Values:** Models demonstration and self-accountability of the school values • **Personal Development:** Demonstrates emotional intelligence through self-awareness, self-management, relationship building and self-improvement • **Communication + Influence:** Communicates in a compelling and adaptive manner that builds trust and buy-in of all stakeholders	• Staff communicate via CollaboRATE that leader models school values and holds others accountable to them • Staff members, students and families express trust and belief in the leader's integrity and intentions • If applicable, team members strive to live school values and integrate the language into their reflections and goal settings • Staff, students, families and community members feel safe to provide feedback to the leader

Operational & Organizational

Achieves team and/or program goals by driving results, maximizing resources and ensuring effective management of systems and operations	• **Drive Results:** Sets and achieves ambitious team or program goals • **Resources:** Leverages relevant resources (such as time, technology, curriculum materials) to improve student outcomes • **School Systems + Operations:** Ensures effective management of team or program operations, routines and processes	• Team and/or program goals and milestones are achieved despite obstacles • Team and/or program decision making-processes are transparent and include relevant stakeholders • Team and/or program resource allocation supports school vision and academic priorities • If applicable, team collaboration time is strategic and supports achievement of team and school goals

SENIOR/TEAM LEAD

COMPETENCY	INDICATORS	EVIDENCE OF IMPACT
Instructional Expertise		
Develops a team of teachers' ability to deliver joyful, rigorous and personalized instruction that leads their students to high academic achievement	• **Equity in Instruction:** Leads teachers to a shared belief and ownership in the academic success of every child and closing of achievement gaps • **Instructional Excellence:** Develops the capacity of a team of teachers through observation and feedback, coaching, professional learning, and/or collaboration • **Rigorous + Relevant Curricula:** Develops the capacity of a team of teachers to implement rigorous and relevant curriculum and daily and long-term planning in all classrooms • **Use of Student Data:** Develops the capacity of a team of teachers to improve assessment practices, data analysis and action planning	• Team implements action plans based on student-specific disaggregated data that close achievement gaps • Students of team of teachers receive differentiation and academic programming that meet their diverse language and learning needs • Effective teaching practices (as described in the Framework for Effective Teaching) are consistently implemented in the majority of the classrooms of team lead's teachers • Teachers receive and implement ongoing feedback that align to the school and district instructional expectations leading to improved student outcomes • Students of teachers engage in rigorous, relevant curricula and receive differentiated academic intervention and enrichment when needed • Students of teachers improve mastery of grade-level standards as a result of data analysis and action plans
Vision & Strategy		
Invests team in the school's vision through strategic planning, change leadership and innovative practices	• **Vision:** Communicates and invests team in a compelling vision of equity for all students • **Strategic Planning:** Sets clear and coherent annual team goals aligned to the school-wide strategic plan • **Change Leadership and School Improvement:** Supports sustainable change within a team of teachers with urgency • **Innovative Practices:** Seeks and adopts innovative ways to improve the team's outcomes	• Team vision is clearly articulated, understood and embraced by all stakeholders • Executes a team strategic plan(s) that aligns to the UIP, school vision and district priorities • Team change initiatives are executed and sustained with urgency, leading to improvement of team outcomes • Team develops innovative solutions, programs and systems that improve student outcomes
People & Culture		
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	• **Distributive Leadership:** Shares ownership and responsibility of the team's vision and goals with a team of teachers • **Talent Management:** Builds instructional and leadership capacity and accountability among a team of teachers • **Staff Culture:** Creates a team culture that embraces continuous learning and feedback	• Team shares ownership of and accountability for team success and has the authority, time and role clarity to be successful (when applicable) • Team members receive ongoing feedback, professional learning and performance reviews that improve their performance • Staff feel valued by and safe to express diverse perspectives to team lead • Team is invested in continuous learning and improvement

Community & Equity

Contributes to a positive, inclusive school community that supports the development of the Whole Child and meaningfully engages students, families and community members	• **Equity and Cultural Responsiveness:** Implements team initiatives to identify and mitigate inequities within the school and to value and respect each student and family's diversity and culture • **Inclusive, Caring and Supportive School Community:** Builds capacity of a team of teachers to create welcoming and inclusive classroom learning environments • **Community Engagement:** Models how to empower families as academic partners in the classroom	• Team has consistent and positive, inclusive classroom learning environments • Team members implement classroom management strategies that address student misconduct in a restorative, fair and unbiased manner • Students in teachers' classrooms are engaged and empowered members of the classroom community • Team of teachers demonstrate effectiveness in Professional 4 indicator (advocates for and engages students, families and the community in support of improving student outcomes)

Personal & Values

Demonstrates values-driven, reflective and resilient leadership	• **Values:** Leads a team of teachers to a collective commitment to demonstrating the school values • **Personal Development:** Demonstrates emotional intelligence through self-awareness, self-management, relationship building and self-improvement • **Communication + Influence:** Communicates in a compelling and adaptive manner that builds trust and buy-in of team	• Team members communicate via CollaboRATE that team lead models school values and holds others accountable to them • Team members, students and families express trust and belief in the team, leads with integrity and intention • Team members strive to live school values and integrate the language into their reflections and goal settings • Team members, students, families and community members feel safe to provide feedback to the team lead

Operational & Organizational

Achieves team goals by driving results, maximizing resources, and ensuring effective management of team systems and operations	• **Drive Results:** Sets and achieves ambitious team goals • **Resources:** Leverages relevant resources (such as time, technology, curriculum materials) to improve student outcomes • **School Systems + Operations:** Ensures effective management of team operations, routines and processes	• Team goals and milestones are achieved despite obstacles • Team decision-making processes are transparent and include stakeholders • Team resource allocation supports school vision and academic priorities • Team collaboration time is strategic and supports achievement of team and school goals

Senior Team Leads will not be formally evaluated through the LEAD framework until Fall 2017. However, in May 2017, Senior/Team Leads will receive feedback based on the LEAD framework as part of their end-of-year conversations and as part of a soft launch of the framework for Senior/ Team Leads to begin using the tool and gathering feedback on the process. More details about the Senior/ Team Lead experience with LEAD will be provided in January 2017.

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