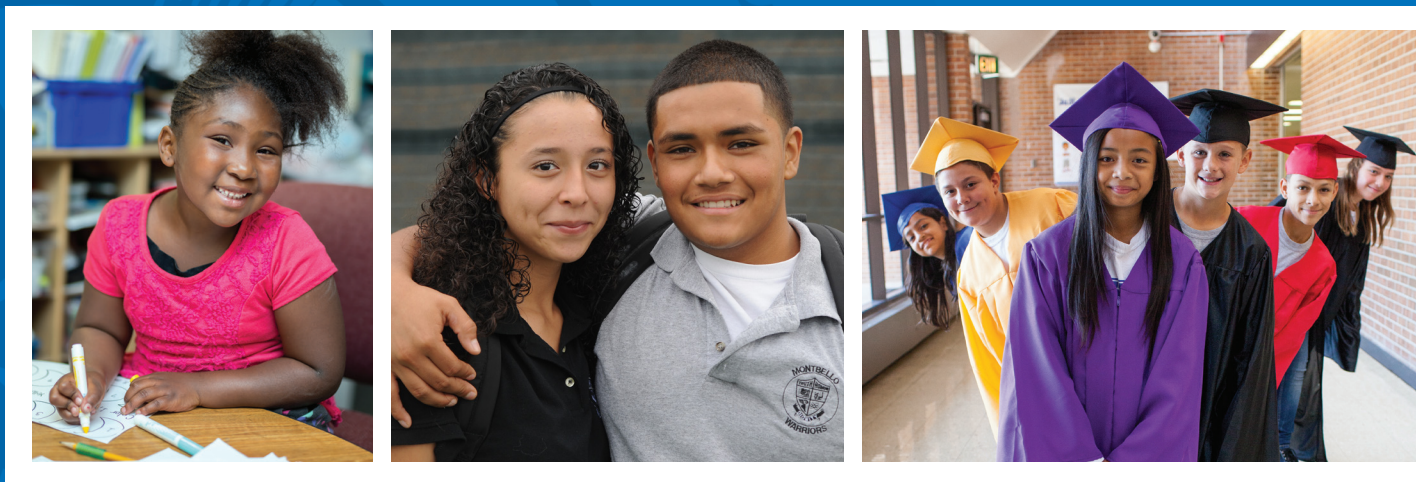


LEAD Growth & Performance System Handbook

Great Leaders Thrive in Denver Public Schools

Version 2017



DENVER
PUBLIC
SCHOOLS

Lead in Denver
Develop. Advance. Achieve.

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LEAD GROWTH & PERFORMANCE SYSTEM OVERVIEW

The LEAD Growth & Performance System is designed to recognize, support, and empower leaders in ways that result in every student achieving success (Denver Plan 2020). 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.

About the LEAD Growth & Performance System

School leaders are essential to our ability to increase the quality of schools available in every neighborhood to ensure every student in every community throughout the district has access to great schools (Denver Plan 2020, Great Schools in Every Neighborhood). The LEAD Growth & Performance System for school leaders helps ensure that the district has a great leader in every school. It puts an intentional focus on growing and developing great leaders by helping to guide learning and continuous improvement.

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.

Aligned to state standards, the LEAD Growth & Performance System is grounded in the School Leadership Framework. 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 SSP 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, including teacher leaders, who receive support and development that empowers them to work closely with teachers every day.

The LEAD Growth & Performance System applies to all school leaders, including:

- Principals
- Assistant Principals
- Leaders of Others (e.g., Deans)
- Senior Team Leads & Team Leads

GROWTH & PERFORMANCE TOOLS

The LEAD in Denver team is working in real-time to support leaders and their managers with personalized supports and growth and development opportunities. The most up-to-date and real-time resources can be found online at thecommons.dpsk12.org/leadindenver.

School Leadership Framework

The School Leadership Framework defines what excellent school leadership looks like. It 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.

LEAD Growth & Scoring Guidance

The LEAD Growth & Scoring Guidance expands on the Evidence of Impact in the School Leadership Framework, providing examples of measurable characteristics that differentiate performance and a basis for competency ratings.

The Growth & Scoring Guidance can also be used to develop leaders. It supports goal setting and provides managers with a comprehensive view of the opportunities that DPS leaders, at each level, should be exposed to and the aligned outcomes expected of them.

Conversation Guide

The Conversation Guide is designed to guide ongoing conversations throughout the year. It can also be used to ensure that school leaders leave performance review conversations understanding their manager's feedback and able to act on it. It also provides templates for the documentation of evidence related to a leader's final LEAD rating.

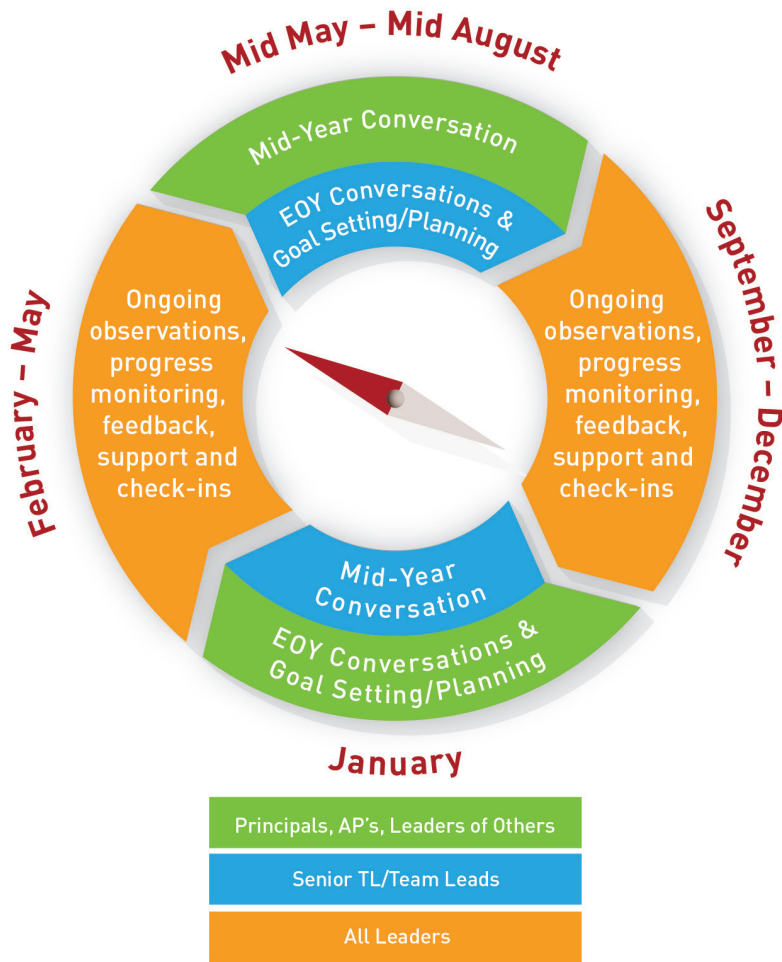
Turnaround Competencies

Nationally researched turnaround competencies have been cross-walked with, and are embedded in, the School Leadership 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. You can find the full list of turnaround-specific competencies online at <http://thecommons.dpsk12.org/leadindenver>

Senior Team Leads and Team Leads will be evaluated under LEAP for the teaching portion of their role and will receive separate, informal LEAD Growth & Performance System feedback and optional ratings. Senior/Team Leads will have time to engage with the School Leadership Framework informally before receiving formal rated LEAD evaluations.

LEAD ratings will not inform LEAP scores, probationary status, and/or performance incentives. The two ratings are separate to honor the knowledge and skills required to be an effective teacher distinct from the skills to be effective in the leadership role. LEAD ratings may be included as a part of conversations on Senior/Team Lead role renewal.

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

- Familiarize yourself with the competencies related to your role in the School Leadership Framework.
- Read through the career stallers and contemplate any possible roadblocks to your personal growth.
- Complete a self-assessment at mid-year and end-of-year.
- Schedule a conversation with your manager.
- Select learning to support your growth goals.

MANAGERS OF LEADERS*

- Calibrate with leaders you manage on expectations and evidence to demonstrate effectiveness against the School Leadership Framework.
- Plan for and conduct mid-year and end-of-year performance conversations.

SCHOOL PRINCIPALS

- Inform Instructional Leadership Team of LEAD performance cycle and aligned progress monitoring timeline.

**Includes Principals, APs, and Leaders of Others*

GOAL SETTING

All Principals, Assistant Principals, and Leaders of Others will create and submit student growth goals and professional practice goals as part of the annual LEAD evaluation cycle to focus their work and development. It is important to enter goals to drive work and so that an overall end-of-year LEAD rating can be given along with aligned bonus compensation. To ensure that the LEAD Growth & Performance System best supports leader growth and development, goal setting is embedded with the annual LEAD evaluation cycle for all Principals, Assistant Principals, and Leaders of Others.

Student Growth Goals

All Principals, Assistant Principals, and Leaders of Others must create and submit 2–3 leader-selected **student growth goals**. Student growth goals are intended to highlight school leaders' primary areas of focus and should be aligned with the school's Unified Improvement Plan (UIP) and Strategic School Plan.

HOW IS STUDENT GROWTH WEIGHTED?

Principals' minimum weights are predetermined. School leaders and their supervisors should select weights at the beginning of the evaluation cycle. Weights should be aligned with recommended weights, specific school considerations, and the leader's areas of focus. See chart below.

Professional Practice Goals

All school leaders must set at least one **professional practice goal**. Professional practice goals should be aligned with the six competencies in the School Leadership Framework and are intended to identify key areas of focus for a school leader's leadership and career development. Professional practice goals will not receive a rating as part of the LEAD evaluation but will be a part of the body of evidence used to inform school leader ratings for each competency.

Professional practice is measured by the six competencies in the School Leadership Framework:

- Instructional Expertise
- Vision & Strategy
- People & Culture
- Community & Equity
- Personal & Values
- Operational & Organizational

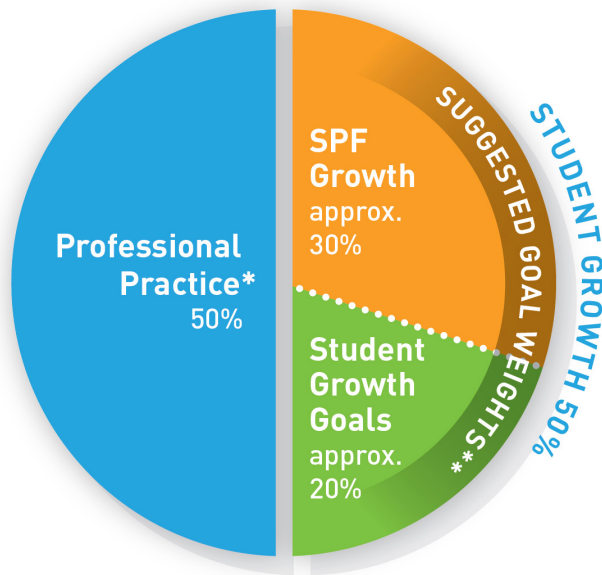
	MEASURE	WEIGHT FOR PRINCIPALS	WEIGHT FOR ALL OTHER LEADERS
Collective Student Growth	SPF Growth Indicator	At least 30% of overall rating	Recommended 20% (min. = 10%)
Individual Goals for Student Growth	2–3 leader-selected measures aligned with UIP and School Improvement Plan	At least 20% of overall rating	Recommended 30% (min. = 5%/measure)

GROWTH & PERFORMANCE REVIEWS

LEAD Growth & Performance Reviews are designed to assess school leader performance and ensure that, as a school district, DPS sustains the impact of high-performing school leaders on its school communities. This exercise is designed to help leaders identify areas of both strength and growth. The tools offered by the LEAD in Denver team provide guidelines for meaningful feedback and professional learning conversations.

Multiple Measures of Growth & Performance

Principals, Assistant Principals, and Leaders of Others' performance evaluations consist of the following measures:



*Measured by the School Leadership Framework

**Weights for student growth are selected individually — see chart on page 5

English Language Acquisition (ELA) (for Principals only)

ELA impact is measured within the School Leadership Framework and is called out specifically in the Growth & Scoring Guidance. Principals also 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 and Service Plan implementation.

The ELA Program Review is completed in the spring by the ELA department, and the ELA program implementation rating is assigned by the instructional superintendent during end-of-year ratings. Below is guidance for Instructional Superintendents in assigning an ELA Program Implementation Rating.

NOT MEETING (1-2)	APPROACHING (3-4)	EFFECTIVE (5-6)	DISTINGUISHED (7)
Evidenced by an unsatisfactory ELA program review with no implementation of ELA Service Plan to remedy identified areas of concern.	Evidenced by an unsatisfactory ELA program review and inconsistent implementation of ELA Service Plan to remedy identified areas of concern.	Evidenced by a satisfactory ELA program review or an unsatisfactory ELA program review and implementation of ELA Service Plan that remedies areas of concern.	Evidenced by a satisfactory ELA program review and the implementation of ELA Service Plan that remedies areas of concern and goes above and beyond program requirements.

If a leader does not receive an effective or distinguished ELA Program Implementation Rating, one of their professional practice goals must have an ELA focus.

SCHOOL LEADERSHIP FRAMEWORK

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, Leaders of Others, and Senior/Team Leads.

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 is a foundational component of our Growth & Performance system and should be used in combination with the district's suite of growth and performance tools. Learn more about how these tools work together to support the growth and performance of our school leaders at thecommons.dpsk12.org.

COMPETENCY PROGRESSION

	PRINCIPAL	ASST. PRINCIPAL	LEADER 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 school-wide 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
OPERATIONS & ORGANIZATION	Achieves school goals by driving results, maximizing resources, and ensuring effective management of school systems and operations	Achieves school-wide 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		
<p>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</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 improves as a result of data analyses and action plans
Vision & Strategy		
<p>Drives a school-wide compelling vision of equity through strategic planning, change leadership and school improvement, and innovative practices</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

PRINCIPAL

COMPETENCY	INDICATORS	EVIDENCE OF IMPACT
People & Culture		
<p>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</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 and safe to express diverse perspectives and are invested in continuous learning and improvement
Community & Equity		
<p>Leads 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"> • Equity and Cultural Responsiveness: Creates the systemic structures to identify and mitigate inequities within the school and to value and respect each student's 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 the community and families to share responsibility and ownership of the school and student learning 	<ul style="list-style-type: none"> • 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 the success of their child and school • School has consistent and positive inclusive classroom learning environments

PRINCIPAL

COMPETENCY	INDICATORS	EVIDENCE OF IMPACT
Personal & Values		
<p>Inspires others through values-driven, reflective, and resilient leadership</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 setting • Staff members, students, families, and community members feel safe to provide feedback to school leader and leadership team
Operational & Organizational		
<p>Achieves school goals by driving results, maximizing resources, and ensuring effective management of school systems and operations</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 school-wide 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		
<p>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</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • APs teachers and/or team leads receive and implement ongoing feedback that aligns 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		
<p>Implements and invests stakeholders in the school's vision through strategic planning, change leadership and school improvement, and innovative practices</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

ASSISTANT PRINCIPAL

COMPETENCY	INDICATORS	EVIDENCE OF IMPACT
People & Culture		
<p>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</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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		
<p>Develops 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"> • Equity and Cultural Responsiveness: 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 • 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 	<ul style="list-style-type: none"> • 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 the success of their child and school • School and/or team has consistent and positive inclusive classroom learning environments

ASSISTANT PRINCIPAL

COMPETENCY	INDICATORS	EVIDENCE OF IMPACT
Personal & Values		
Models values-driven, reflective, and resilient leadership	<ul style="list-style-type: none"> • Values: Inspires a collective commitment and accountability to demonstrate 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 	<ul style="list-style-type: none"> • 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 setting • Team members, students, families, and community members feel safe to provide feedback to AP
Operational & Organizational		
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"> • Drive Results: Sets and achieves ambitious school-wide initiatives 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 	<ul style="list-style-type: none"> • School-wide and/or team goals and milestones are achieved despite obstacles • School-wide 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 school-wide 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		
<p>Develops and/or influences a team of educators' ability to deliver joyful, rigorous, and personalized instruction that leads their students to high academic achievement</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 leader's teachers • Teachers receive and implement ongoing feedback that aligns 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		
<p>Invests others in the school's vision through strategic planning, change leadership, and innovative practices</p>	<ul style="list-style-type: none"> • 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's or program's outcomes 	<ul style="list-style-type: none"> • 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

LEADER OF OTHERS

COMPETENCY	INDICATORS	EVIDENCE OF IMPACT
People & Culture		
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"> • 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 	<ul style="list-style-type: none"> • Other stakeholders share and own program success • Program provides learning opportunities to others • Staff feel valued 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	<ul style="list-style-type: none"> • Equity and Cultural Responsiveness: Implements team or program initiatives to identify and mitigate inequities within the school and to value and respect each student's 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 	<ul style="list-style-type: none"> • 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 demonstrates effectiveness in LEAP Professionalism 4 indicator (advocates for and engages students, families, and the community in support of improving student outcomes)

LEADER OF OTHERS

COMPETENCY	INDICATORS	EVIDENCE OF IMPACT
Personal & Values		
<p>Demonstrates values-driven, reflective, and resilient leadership</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 setting • Staff, students, families, and community members feel safe to provide feedback to the leader
Operational & Organizational		
<p>Achieves team and/or program goals by driving results, maximizing resources, and ensuring effective management of systems and operations</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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		
<p>Develops a team of teachers' ability to deliver joyful, rigorous, and personalized instruction that leads their students to high academic achievement</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 Senior/Team Lead's teachers • Teachers receive and implement ongoing feedback that aligns 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		
<p>Invests team in the school's vision through strategic planning, change leadership, and innovative practices</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

SENIOR/TEAM LEAD

COMPETENCY	INDICATORS	EVIDENCE OF IMPACT
People & Culture		
<p>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</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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		
<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"> • Equity and Cultural Responsiveness: Implements team initiatives to identify and mitigate inequities within the school and to value and respect each student’s 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 	<ul style="list-style-type: none"> • 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 demonstrates effectiveness in LEAP Professionalism 4 indicator (advocates for and engages students, families, and the community in support of improving student outcomes)

SENIOR/TEAM LEAD

COMPETENCY	INDICATORS	EVIDENCE OF IMPACT
Personal & Values		
Demonstrates values-driven, reflective, and resilient leadership	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 Senior/Team Lead's integrity and intentions • 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 Senior/Team Lead
Operational & Organizational		
Achieves team goals by driving results, maximizing resources, and ensuring effective management of team systems and operations	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

NOTES

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