

Eugene School District 4J

INSTRUCTIONAL ADMINISTRATOR PERFORMANCE STANDARDS

Overarching Expectations

The following are woven throughout all administrator conduct and interactions:

Ethical Principles and Professional Norms

An educational leader adheres to ethical principles and professional norms.

- Nurtures an environment that places children at the heart of education
- Acts in an honest, open, and transparent manner
- Understands their own strengths and areas for growth
- Attends to their own learning
- Is punctual and dedicated to attending work
- Safeguards the values of democracy, equity, justice, community, and diversity

Equity and Cultural Responsiveness

An educational leader ensures the development of an equitable and culturally responsive school.

- Ensures efforts are focused on closing achievement gaps
- Ensures equity of opportunity and access to the benefits of social networks and institutional support
- Fosters an affirming and inclusive workplace
- Attacks issues of student marginalization and limiting assumptions about gender, race, class, and special status
- Promotes the ability of students to participate in multiple cultural environments

Effective Administrator Standards

Standard I: Visionary Leadership

- Collaboratively develops, implements, and promotes a shared vision and mission for quality teaching and learning that aligns with the district's vision** - Develops, implements, and promotes a shared vision and mission that aligns with the district's vision by collaboratively working with staff and stakeholders.
- Collects and uses data to identify goals, assess effectiveness, and promote learning** - Consistently collects and uses data from multiple sources to identify goals, assess effectiveness, and promote learning. Provides resources and training for staff in the collection and use of data. Reviews progress throughout the year and adjusts where necessary.
- Creates, implements, and monitors continuous and sustainable progress through an improvement plan** - Creates, implements, and monitors continuous and sustainable progress through an improvement plan with staff and stakeholder involvement. Adapts and revises the plan based on goals and/or key targets.

Standard II: Instructional Leadership

- Maintains a culture of high expectations and challenge where learning and instructional time are maximized** - Maintains a culture of high expectations where every student is encouraged to excel according to their strengths and interests. Protects and monitors instructional time at the system and classroom levels.
- Ensures instruction and assessments are aligned to the approved standards and congruent with child development concepts** - Establishes a comprehensive, rigorous, and coherent curricular program aligned to approved standards and child development concepts.
- Ensures the delivery of authentic and culturally relevant content, instruction, and assessments** - Ensures content and assessments are authentic, culturally relevant, and delivered using a variety of effective instructional strategies.
- Employs technology in teaching and learning** - Is aware and promotes the use of effective and appropriate technologies that support teaching and learning. Ensures staff members are trained on the use of available technologies.
- Properly diagnoses and provides ongoing, salient, and actionable feedback to staff** - Holds staff accountable through implementation of the district performance evaluation system. Properly diagnoses and provides ongoing, salient, and actionable feedback to staff. Provides redirection and support to staff who are not meeting performance standards.

Standard III: Culture of Professional Learning

- Recruits, hires, and appropriately assigns effective staff** - Uses clear, appropriate, and transparent selection criteria and hiring processes. Assesses needs and staff skills prior to hiring. Appropriately assigns all staff.
- Provides emotional support to staff** - Shows empathy and provides emotional support to staff, while keeping student needs a priority. Provides resources to assist staff in their emotional well-being. Appropriately addresses emotions and behaviors caused by change or stress. Balances the need for improvement with the staff's ability to learn and develop new skills.

- C. **Ensures on-going and differentiated professional learning to develop individual and collective efficacy** - Promotes and supports on-going and differentiated professional learning for staff, individually and collectively. Collaborates with staff to develop a plan for success. Provides additional resources to strengthen developing and/or underperforming staff.
- D. **Provides systems for collaborative work to develop staff leadership skills and shared accountability** - Ensures regular scheduling and effective implementation of professional learning communities, utilizing the meetings to distribute leadership responsibilities. Builds leadership capacity by supporting staff in their leadership pursuits. Engages staff in reflective dialogue.

Standard IV: Climate and Culture

- A. **Demonstrates well developed interpersonal skills** - Selects appropriate communication, facilitation, and problem-solving strategies to fit the setting and audience. Respects others' rights and their worth by listening, maintaining necessary confidentiality, and affirming individual value.
- B. **Ensures a culture defined by trust and productive relationships with school staff, district staff, and the school board** - Builds trusting and productive relationships with the school board and staff members. Facilitates and reinforces staff agreements of professional norms and behaviors. Most conflicts are resolved without escalation.
- C. **Ensures each student is known, valued, respected and is an active member of the learning community** - Ensures systems are in place where all students are known. Creates a learning environment where students are valued, respected, and their learning needs are addressed. Puts systems and practices in place that promote participation of all students.
- D. **Ensures each student has academic and social support in a safe, secure, emotionally protective, and healthy environment** - Assists staff in the identification of all students' academic, social, emotional, and behavioral needs. Collaborates with staff, families, and community to ensure all students have academic and social support. Ensures the learning environment is safe, secure, emotionally protective, and healthy.

Standard V: Family and Community Engagement

- A. **Sustains positive relationships with families and caregivers** - Implements systems and procedures to monitor and sustain positive collaborations and relationships with families/caregivers. Initiates and responds to communication with families/caregivers.
- B. **Collaborates regularly and sustains productive relationships with community stakeholders** - Initiates and responds to opportunities for collaborations with community stakeholders. Systems and procedures are in place for monitoring and sustaining community relationships.
- C. **Promotes understanding, appreciation, and use of diverse cultural, ecological, social, political, and intellectual resources within the community** - Engages staff and students in learning, understanding, and appreciation of the diverse cultural, ecological, social, political, and intellectual resources within the community.

Standard VI: Operations and Management

- A. **Connects management operations and resources to the district and school vision, relevant laws, and district policies** - Responsibly obtains, allocates, and connects resources to the district and school vision, relevant laws, and district policies. Ensures compliance with federal and state mandates.
- B. **Employs research-based systems of performance management with staff and students** - Develops and implements research-based systems of performance management with staff and students. Monitors and evaluates behavioral data to ensure interventions are effective.
- C. **Monitors and evaluates all aspects of operations using data systems that provide information on effect and impact** - Monitors routines, processes, and procedures to gauge their effectiveness. Collects and analyzes data to identify and plan for areas of improvement.
- D. **Uses technology to improve operations** - Uses different forms of technology to create efficiencies in routines, processes, and procedures.
- E. **Develops and manages budgets effectively** - Develops, implements, and modifies budgets that align with school and district priorities and create an effective learning environment.