

**Expectation #1: Plans and directs the development and implementation of curriculum, instruction, and assessment programs that promote the district’s strategic plan.**

| Visionary Leadership  | Instructional Improvement   | Effective Management   | Inclusive Practice   | Ethical Leadership  | Socio-Political Context   |
|---|---|--|--|---|---|
| <p>Clearly articulates the direct link between the district’s curriculum, instruction, and assessment programs and the district’s strategic plan.</p> <p>Develops district wide support for the essential features of the C&amp;I program. Defines and promotes district practices so that all staff members are able to communicate what is valued in the district</p> | <p>Develops an ongoing system for data based review and improvement of the district’s program of curriculum and instruction.</p> <p>Remains current with advances in educational practice. Applies a high level of analysis to claims of effectiveness.</p> <p>When considering program modification, balances the need for stability with the potential for improvement based on current research and best practice.</p> <p>Ensures curriculum adoptions and instructional practices address the needs of ALL students</p> | <p>Creates effective, realistic implementation plans.</p> <p>Ensures affected individuals are given sufficient time and preparation to implement changes. Plans for ongoing support.</p> <p>Develops accurate budget proposals and implements the budget for curriculum and instruction programs.</p> <p>Manages resources and their allocation (i.e. textbooks, release time for staff development, trainers)</p> | <p>Ensures that plans are developed with a wide range of stakeholders. Seeks input before decisions are made or formally proposed. Seeks out multiple perspectives. Ensures traditionally underrepresented groups give input.</p> <p>Ensures consideration for adoptions includes accommodations for students with disabilities.</p> | <p>Seeks to fully understand the implications and effects of decisions made.</p> <p>Assumes responsibility for decisions.</p> | <p>Champions changes necessary to ensure that every student has access to an effective, meaningful education.</p> <p>Ensures programs are developed and evaluated based on their potential to eliminate racially and culturally predictable achievement gaps.</p> |

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**Expectation #2: Ensures the district’s program of instruction, including standards, curriculum, instructional hours, and assessment, conform to district policy and state and federal requirements.**

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| <p>Aligns programs with the district’s strategic plan. Ensures the district’s strategic plan is inclusive of such requirements.</p> | <p>Considers requirements minimum standards. Promotes exceeding standards if necessary to achieve improvement in educational outcomes.</p> | <p>Acts as a liaison with the Oregon Department of Education and other local and state organization for issues related to curriculum, instruction, and assessment.</p> <p>Ensures the C&amp;I department is aware of current and projected requirements.</p> <p>Evaluates existing practices against present and projected changes, anticipates need for change or development. Plans well in advance for changes.</p> <p>Effectively communicates requirements and the need for changes or development. Reviews the need for policy changes relative to such requirements. Develops, proposes, and shepherds changes through district processes.</p> <p>Clearly communicates decisions.</p> <p>Communicates and coordinates with other departments (finance, human resources) regarding needs and the effect of C&amp;I initiatives on their operations.</p> <p>Submits required reports regarding instructional program standards.</p> | <p>Engages in positive, frequent communication with affected groups. Seeks input and perspectives from individuals and groups affected by decisions.</p> | <p>Is proactive and seeks to ensure the district is always compliant in both the letter and spirit of requirements.</p> <p>Develops efficient methods of retrieving data necessary to meet legal mandates.</p> <p>Maintains records in a secure and confidential manner.</p> | <p>Involves parent groups and other patrons in major adoptions.</p> <p>Ensures the public understands the rationale for curriculum adoptions and instructional practices.</p> |

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**Expectation #3: Implements a continuous improvement, data based model for operation of the district’s program of curriculum and instruction.**

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| <p>Ensures that the district’s strategic plan links directly to meaningful data sets. Where needed, develops data to evaluate the attainment of district goals.</p> | <p>Sets goals for the C&amp;I department that are based on data and reflect improvement on meaningful educational outcomes.</p> <p>Identifies key innovations or improvements that are necessary to reach improvement goals. Proposes such changes.</p> | <p>Coordinates implementation of the continuous improvement program with district administrators.</p> <p>Assists other administrators in developing their improvement plans so they are consistent with district goals and practices.</p> <p>Ensures the district maintains data sets that are required by the continuous improvement program.</p> <p>Provides for self-evaluation of the effectiveness of the work of the C&amp;I department</p> | <p>Works with the administrative team to identify and obtain data essential to planning and decision making.</p> <p>Seeks multiple perspectives from staff, students, and district patrons regarding the effectiveness of the district’s instructional program.</p> <p>Involves affected parties early in the process of setting goals and planning strategies for improvements.</p> | <p>Is equally transparent about data that demonstrate both strengths and weaknesses.</p> | <p>Seeks information from a variety of community sources to evaluate educational programs.</p> <p>Accurately assesses the fiscal, political, and cultural aspects of the district community, incorporates that perspective into planning.</p> |

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**Expectation #4: Leads and/or collaborates, as assigned, to provide a comprehensive and ongoing program of staff development that is data driven and directly related to the classified and teacher evaluation system.**

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| <p>Ensures that staff development plans are based on the analysis of data and needs of groups of teachers and other employees. Empowers employees to design and provide opportunities that will link directly to the district's strategic plan.</p> | <p>Leads and/or collaborates with other administrators to ensure that the program of professional development for teachers is directly related to the results of the district's evaluation and professional growth cycle.</p> <p>Develops systems that support on-going professional learning, collaboration, and leadership among teachers.</p> | <p>Works with administrator and employee groups to develop practical procedures for implementing professional development.</p> <p>Ensures the program is differentiated by type of position and professional growth needs.</p> <p>Plans for efficient use of technology and non-traditional methods of adult learning.</p> <p>Ensures professional growth opportunities are based on research regarding effective adult learning.</p> | <p>Involves affected groups in the development of and evaluation of staff development programs.</p> <p>Ensures the needs of subgroups of students are considered in the content of staff development.</p> | <p>Models a commitment to professional growth by participating in on-going activities such as PLC's, classes, or district workshops.</p> | <p>Ensures that staff development addresses the education and inclusion of all students.</p> <p>Plans for the changing needs of the community.</p> <p>Utilizes staff development as a means of building school and district community.</p> |

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**Expectation #5: Provides direction for and manages the district’s student assessment program and student assessment data management system.**

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| <p>Develops a program of student assessment that informs the district of its success in meeting its strategic plan, while fulfilling state and federal requirements.</p> | <p>Ensures that assessments are identified, administered, and analyzed to provide a basis for continuous improvement of instruction.</p> | <p>Stays current with issues related to student assessment. Plans for timely implementation of changes.</p> <p>Implements inservice for administrators and teachers so that they master all information necessary to implement the assessment program with integrity.</p> <p>Ensures conditions are set in schools that maximize student performance on assessments while adhering strictly to assessment protocols.</p> <p>Develops a timely method of communicating assessment results to key groups including administrators, teachers, the school board, and the community. Effectively explains assessment results and trends.</p> | <p>Involves stakeholders in discussions about implementation of the district assessment program.</p> <p>Finds ways to communicate assessment results with those who do not speak English, have disabilities, or cannot receive information digitally.</p> | <p>Monitors and analyzes assessment practices for quality and integrity.</p> <p>Makes corrections where necessary.</p> <p>Reports to the Superintendent and appropriate state officials any violation of assessment protocols, if necessary.</p> | <p>Implements methods of communicating assessment results for subgroups that provide meaningful, contextualized analysis.</p> |

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**Expectation #6: Provides direct support to administrators and teachers in implementing the program of curriculum, instruction, and assessment.**

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| <p>Prioritizes actions of C&amp;I based on their potential to assist schools reach the district’s strategic plan.</p> | <p>Ensures administrators have the necessary skills and resources to provide instructional leadership in supporting and evaluating teachers.</p> <p>Differentiates support to schools based on the skills and needs of administrators and teachers.</p> <p>Provides regular feedback to administrators regarding their effectiveness as instructional leaders.</p> | <p>Formally assesses the needs of teachers and administrators regarding their ability to implement the district’s program of curriculum, instruction, and assessment.</p> <p>Makes efficient plans for implementing differentiated staff development.</p> <p>Communicates or works directly with teachers, parents or patrons regarding C&amp;I issues.</p> <p>Evaluates the effectiveness of support and staff development provided.</p> <p>Informs district leaders of problems related to implementation; follows up until problems are successfully resolved.</p> | <p>Seeks multiple perspectives regarding the need for support to teachers and administrators.</p> <p>Ensures that administrators and teachers consider the effect of their instructional programs on traditionally underrepresented groups.</p> <p>Actively plans for differing cultural responses to various policies or practices.</p> | <p>Assumes uniform expectations for all schools.</p> <p>Demonstrates an understanding for individuals who have different needs based on individual circumstance, while holding them accountable for improving performance.</p> | <p>Takes into account the culture of the school and community in assisting with implementation of the educational program.</p> |

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**Expectation #7: Supervises and/or causes to be supervised, assigned personnel and departments.**

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| <p>Communicates explicitly to assigned staff and departments the ways in which they support the district’s strategic plan.</p> <p>Ensures goals, plans, and actions taken by designees and staff members contribute to achieving the district’s strategic plan.</p> | <p>Evaluates decisions and actions taken by staff, where appropriate, for their contribution to the provision of quality instruction.</p> <p>Encourages and promotes individuals who excel in such support.</p> | <p>Implements and/or causes to be implemented the evaluation of assigned personnel and departments.</p> <p>Develops outstanding talent and leadership potential in subordinates.</p> <p>Ensures that evaluations effectively recognize strong performance, form a foundation for improvement where needed, and are the basis for termination where needed.</p> <p>Participates in recruitment and selection of candidates.</p> <p>Makes recommendations for hiring and retention of employees.</p> <p>Reviews the performance of supervised departments. Recommends changes as needed.</p> | <p>Ensures supervision involves ongoing communication with affected personnel. Seeks input from external sources (e.g. teachers, administrators and patrons) regarding performance of assigned employees.</p> <p>Seeks to hire and develop leadership potential in employees who will increase the number of individuals who are representative of the larger community with respect to language, race, and culture.</p> | <p>Models quality, meaningful implementation of evaluation programs.</p> <p>Ensures there is a focus on development and improvement, and that the contribution of individuals to the achievement of the district’s goals is central to evaluations.</p> <p>Within the guidelines of the human resources department, provides accurate information to prospective employers when giving current or previous employees job references.</p> | <p>Assists supervisors and personnel in developing a culture of mutual support.</p> <p>Works to develop cultural competence of all supervised employees.</p> |

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**Expectation #8: Ensures staff resource materials (procedural handbooks, curriculum guides, policy documents) are current, are available and are accessible to all staff members either in hard copy or digital form.**

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| <p>Develops materials that, where appropriate, explain how district policies and procedures promote the district’s strategic plan.</p> | <p>Prioritizes the development of materials that are central to the improvement of instruction.</p> | <p>Develops and implements protocols for development and dissemination of staff resource materials.</p> <p>Maintains an ongoing program of review and revision to ensure materials are current and useful.</p> <p>Ensures updated materials replace older versions, communicates clearly when changes are being made.</p> | <p>Seeks input from internal and external sources regarding the need for and adequacy of materials.</p> <p>Ensures materials are presented in a manner so they are accessible to individuals who do not speak English, who may have disabilities, or who may not be able to access information digitally.</p> | <p>Assesses the need for such materials from an ethical and legal perspective.</p> <p>Ensures materials assist personnel in behaving in an ethical and legal manner.</p> | <p>Reviews and revises materials with an eye to any constituencies that might access or use them.</p> |

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**Expectation #9: Assists in the day to day operations of schools, especially as related to C&I issues.**

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| <p>Helps administrators and others evaluate situations and potential actions based on the district’s strategic plan.</p> <p>Utilizes situations requiring assistance to other administrators or teachers as opportunities to further the goals of the district and C&amp;I.</p> <p>Models and supports decision making that takes into account the long range effects of such decisions.</p> | <p>Helps administrators and others maintain a focus on how issues might affect the provision of quality instruction.</p> <p>Assists in problem solving to maximize quality instruction.</p> | <p>Makes self available to school personnel and community patrons to communicate about C&amp;I issues.</p> <p>Is proactive in identifying potential issues, makes effective plans to address them.</p> <p>Is responsive in a timely manner to school personnel and community patrons. Ensures issues are resolved.</p> <p>Informs leadership about emerging C&amp;I issues; takes necessary action to resolve issues.</p> | <p>Seeks information about operational successes and needs from a wide variety of individuals, including those who do not speak English, who may have disabilities, or may not be able to access information digitally. Finds ways to communicate with individuals who traditionally have had difficulty communicating with school personnel.</p> | <p>Where needed, ensures deficiencies are identified and communicated.</p> <p>Utilizes principles for decision making that emphasize students’ educational experiences, are fair, and take into account individual needs.</p> | <p>Works with affected individuals to ensure they are prepared for changes to practices and policies.</p> <p>Examines decisions to assess their effect on the larger school and district community.</p> |

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**Expectation #10: Functions as a member of the executive leadership team for the district. Actively considers, discusses, reflects upon, and problem solves issues that come before the team.**

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| <p>Articulates, supports, and helps refine the district’s strategic plan.</p> | <p>Considers the decisions and prioritization of actions taken by the leadership team through the lens of instructional improvement.</p> | <p>Brings important issues to the team in a timely manner.</p> <p>Provides the team with necessary data so that decisions can be made.</p> <p>Proposes solutions.</p> | <p>Assists the team in identifying appropriate individuals from whom to gain a variety of perspectives.</p> | <p>Adheres to group agreements and commitments.</p> <p>Supports the leadership team to external individuals and entities.</p> | <p>Seeks to understand the various perspectives of different members of the school community. Helps the team to keep this in mind when considering issues. Advocates for traditionally unheard groups.</p> |

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**Expectation #11: Utilizes the appropriate level of direction when working with personnel including *collaboration, consultation, direction, and correction.***

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| Utilizes a level of direction that is appropriate, taking into consideration an individual's ability or preparedness to meet district goals. | N/A                       | Ensures that types of direction and decision making processes are clear to affected individuals. | Seeks feedback regarding effectiveness of direction from affected individuals. | Ensures that the type of direction selected will contribute to the integrity of the district, protect and promote the welfare of students, and will result in legally compliant practice. | Adjusts actions and responses to the background and needs of the individual, while maintaining high standards. |

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**Expectation #12: Demonstrates initiative and innovation.**

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| Independently examines ways in which C&I plans, procedures and systems can more effectively promote the district’s strategic plan. | Prioritizes improvements or innovations based on their potential to improve educational outcomes. | Informs the Superintendent and executive leadership of potential improvements and emerging issues. | Communicates with a wide variety of stakeholders to gain perspective, ideas, and information about potential district initiatives and innovations. | Recognizes when the welfare of students or the district requires direct intervention. Takes action. | Ensures that consideration of any change in practice will positively benefit <u>all</u> students and their families. |

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**Expectation #13: Communicates effectively with a wide variety of individuals including staff, students, and members of the community.**

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| <p>Actively plans for ongoing, reciprocal communication with groups and individuals regarding the district’s strategic plan as it relates to assigned duties.</p> | <p>N/A</p>                | <p>Works with the Superintendent or supervisor to identify key communication needs.</p> <p>Ensures C&amp;I and other personnel understand the importance of effective communication in reaching the district’s goals.</p> <p>Encourages and expects subordinates to employ excellent written and verbal communication.</p> | <p>Ensures all personnel and patrons have access to district information and appropriate decision making or input activities.</p> <p>Actively plans for the involvement of individuals that is appropriate to their cultural attributes, language, or disability related needs.</p> | <p>Ensures that communication is complete, transparent, and appropriate to the audience.</p> <p>Utilizes excellent judgment in the choice of information to share.</p> <p>Seeks assistance from outside resources for communication, where necessary.</p> | <p>Actively works to address cultural, language, or other needs in all communication endeavors.</p> <p>Develops skills in communicating with individuals from various groups.</p> |

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**Expectation #14: Uses excellent decision making that moves the district forward in reaching its goals.**

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| <p>Consistently makes and implements decisions that are clearly aligned with the district’s strategic plan.</p> <p>Uses data and objective information in recommending or making decisions.</p> | <p>Prioritizes decisions about resources of time, money and personnel with the provision of quality instruction at the forefront.</p> <p>Ensures decisions make it easier for teachers to provide quality instruction and that principals are able to protect instructional time and quality.</p> | <p>Examines C&amp;I practices and allocation of resources for their contribution to district goals.</p> <p>Recommends modifications to the management of assigned programs.</p> | <p>Seeks an appropriate level of input from stakeholders, prior to making decisions.</p> | <p>Ensures that sufficient consideration is made of the legal and ethical attributes of decisions.</p> | <p>Is careful to consult directly with affected or potentially affect groups or individuals when making decisions.</p> <p>Explicitly evaluates the effects of decisions on the school, district, and local communities.</p> |

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**Expectation #15: Communicates with colleagues, staff members, students and patrons directly, with empathy and respect, and in a timely manner.**

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| <p>Communicates in a harmonious manner that is direct and empathetic, but keeps the strategic plan of the district in the forefront.</p> | <p>N/A</p>                | <p>Recognizes when communication with supervisor, colleagues, teachers, students or parents is necessary.</p> <p>Provides information that promotes the attainment of the district’s goals while protecting its integrity and reputation.</p> | <p>Continuously develops understanding of the communication needs and styles of various affected groups. Engages assistance from experts as needed.</p> | <p>Restricts communication about sensitive topics to appropriate individuals.</p> <p>Protects confidentiality of students, staff, and patrons.</p> | <p>Thoroughly analyzes which individuals and groups should be included in communication activities. Is proactive and affirmative in reaching out to parties.</p> |

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