

Expectation #1: Develops plans and procedures to meet the human resource needs of the district relative to the district’s strategic plan.

Visionary Leadership	Instructional Improvement	Effective Management	Inclusive Practice	Ethical Leadership	Socio-Political Context
<p>Develops plans, procedures, and systems that clearly link to the district’s strategic plan.</p> <p>Provides the perspective of HR during strategic planning activities.</p> <p>Evaluates the effectiveness of the district’s recruitment and retention efforts in meeting the district’s goals.</p>	<p>Evaluates the contribution of plans, procedures, and systems to the provision of quality instruction. Uses data in the development of such plans.</p>	<p>Develops HR plans and procedures so they can be implemented efficiently by district administrators and other personnel.</p> <p>Develops districtwide staffing plans and budgets to coincide with the overall budget cycle.</p>	<p>Develops plans, procedures, and systems with a broad representation of appropriate stakeholders</p> <p>Communication regarding HR actions is reciprocal and planned to meet the diverse language and cultural needs of the school community.</p>	<p>Practices provide a model of adherence to ethical and current legal practice.</p> <p>Outside consultation and advice is sought, as necessary.</p>	<p>Plans, procedures, and systems are developed with an eye to their effect on various constituencies. They are designed to address inequities for individuals of diverse language, racial, and cultural backgrounds, and individuals with disabilities.</p>

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Expectation #2: Manages all aspects of employee contracts and agreements including teacher, classified, administrative, and exempt personnel.

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<p>Is an effective participant in collective bargaining, as assigned, and leads contract implementation.</p> <p>Evaluates district proposals, agreements and employee actions through the lens of the strategic plan.</p>	<p>Ensures that district procedures for contract adherence are understood and implemented smoothly, allowing principals and other supervisors to focus on achieving quality instructional programs.</p>	<p>Develops ongoing plans for contract implementation and maintenance and upcoming negotiations.</p> <p>Appraises the Superintendent and key decision makers of emerging contract issues. Resolves issues with bargaining units in a timely manner.</p>	<p>Engages in positive, frequent communication with employee groups. Seeks input and perspective from individuals and groups affected by decisions. Clearly communicates decisions.</p>	<p>Adheres to agreements in a legal, ethical manner. Models respect for the process and outcomes of contract negotiation and maintenance. Develops and maintains current legal, policy, and best practice information.</p>	<p>Actively and accurately assesses local, regional, and state level influences on labor practices.</p> <p>Evaluates the long-term effects of contract decisions on students and families.</p>

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Expectation #3: Develops and maintains data such as recruitment, hiring, and retention efforts and outcomes; personnel data related to performance, risk management, workers’ compensation, and implementation of evaluation procedures.

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<p>Develops data sets that assist the district in meeting its goals</p>	<p>Involves administrators in development and examination of data that is related to quality instructional programs, such as characteristics of candidates, teacher retention, attendance.</p>	<p>Ensures that records are maintained digitally and and/or in hard copy form so that they are easily accessed and compiled.</p> <p>Provides essential information to administrators and supervisors for their use in managing staff.</p> <p>Maintains highly accurate information regarding staffing and assignment of staff.</p>	<p>Works with the administrative team to identify and obtain data essential to planning and decision making.</p>	<p>Develops efficient methods of retrieving personnel information necessary to meet legal mandates.</p> <p>Ensures records and data are maintained in a strictly legal and confidential manner.</p>	<p>Is aware of and makes use of resources for data and information such as governmental data bases, media outlets, university resources.</p>

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Expectation #4: Ensures the district’s systems of evaluation for all personnel are implemented with integrity.

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<p>Leads and/or collaborates with other administrators to develop and continually refine the methods of evaluating personnel so that evaluation criteria link directly to the district’s goals.</p>	<p>Prioritizes evaluation requirements for principals so that they have sufficient time to focus on teachers’ instructional skills.</p> <p>Assists principals or other supervisors to effectively address performance deficiencies of struggling teachers.</p> <p>Designs methods of recognition for excellent teaching.</p>	<p>Provides protocols, procedures, and timelines for implementation of evaluation systems.</p> <p>Ensures supervisors are sufficiently trained to implement such systems.</p> <p>Monitors the implementation of evaluation systems to ensure they are implemented with a high degree of integrity.</p> <p>Addresses deficiencies in implementation immediately.</p>	<p>Involves stakeholders in the development and revision of evaluation systems.</p> <p>Ensures evaluation systems address the success of all students.</p>	<p>Utilizes the evaluation system in a fair, consistent manner, designed to support the professional performance and growth of district personnel.</p> <p>Understands the professional obligation to ensure that underperforming employees are not “passed on” to other schools or districts with inaccurate reference information.</p> <p>Engages legal assistance when needed.</p>	<p>Requires that the successful performance of subgroups of students is a key component of administrator and teacher evaluation.</p>

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Expectation #5: 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>Empowers employees to design and provide staff development opportunities that will link directly to the district’s strategic plan.</p>	<p>Collaborates with other administrators to ensure that the program of professional development for teachers is directly related to the results of the evaluation and professional growth cycle.</p>	<p>Works with administrator and employee groups to develop practical procedures for documenting professional development.</p>	<p>Engages affected groups in the development of and evaluation of staff development programs.</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 the needs of subgroups of students are considered in the content of staff development.</p> <p>Ensures that staff development addresses the development of school employees’ understanding of the social and political context of the community.</p>

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Expectation #6: Provides (and develops as necessary) meaningful data regarding enrollment projections, demographic information, and school and departmental needs to coincide with the budget process.

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<p>Designs and presents information that allows decision makers to assess their impact on achieving the district’s strategic plan. Develops information that provides a strong rationale for budgetary decision making.</p>	<p>Makes recommendations for expenditures and reductions that promote and protect the provision of quality instruction.</p>	<p>Maintains and presents data in a longitudinal and projected form that informs decision makers and the school community.</p>	<p>Seeks information from both traditional and non-traditional sources.</p>	<p>Ensures data are truly representative and meaningful. Is transparent about alternative or competing information that might affect decisions.</p>	<p>Seeks input regarding data necessary for meaningful planning from administrators, supervisors, teacher groups, and district patrons.</p>

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Expectation #7: Works with school administrators, teachers, other staff members, and executive leadership to develop a program of quality recruitment, hiring, and retention of personnel.

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<p>Infuses the district’s strategic plan into the district’s hiring practices. During recruitment and hiring, assesses candidates’ ability to contribute to the achievement of the district’s strategic plan.</p>	<p>Develops hiring procedures and standards that effectively assess the instructional skills of teacher candidates.</p> <p>Ensures hiring and retention decisions include an instructor’s demonstration of quality instruction as a key component.</p> <p>Ensures hiring and retention of administrators includes the assessment of their skills as instructional leaders.</p>	<p>Develops innovative recruiting techniques that produces the widest candidate pool practicable.</p> <p>Works with administrators to standardized hiring practices (interviewing, reference processing, observations, etc.) that are effective and authentic.</p> <p>Develops and implements a district wide calendar for staffing and hiring that provides for equitable and efficient decisions.</p>	<p>Seeks multiple perspectives on decisions about recruitment, hiring, and retention practices.</p>	<p>Ensures that recruitment, hiring, and retention practices are fair and inclusive. Protects the confidentiality and dignity of candidates whether or not they are offered employment.</p> <p>Reviews the implementation of practices to ensure they are nondiscriminatory and adhere to federal and state regulations, and district policy.</p>	<p>Seeks to improve the ratio of staff who are representative of the community with respect to race, language, of origin, and experience.</p> <p>Includes in hiring decisions consideration of the individual’s ability to communicate with, relate to, and enjoy working with the district community.</p>

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Expectation #8: Provides direct support to administrators in implementing portions of employee contracts related to evaluation, discipline, and termination of employees.

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<p>Communicates the importance of quality staff in meeting the district’s goals. Insists on implementation of the evaluation program and contracts to protect the quality of staff performance.</p>	<p>Develops plans for supervision and evaluation that protect principals’ time so that they can focus on instructional improvement.</p> <p>Ensures that supervisors are prepared to conduct meaningful evaluations that focus on instruction.</p> <p>Reviews and evaluates teacher evaluations for integrity of the evaluation process.</p>	<p>Provides clear procedures and timelines for implementation of contract provisions so that they can be implemented smoothly.</p> <p>Communicates or participates directly in problem situations to protect the integrity of the process.</p>	<p>Seeks input from administrators on a regular basis regarding the effectiveness of support in contract implementation.</p> <p>Builds positive relationships with employees and bargaining groups.</p>	<p>Behaves discreetly and maintains strict confidentiality in employee matters.</p> <p>Makes decisions on clearly articulated principles.</p>	<p>Includes analysis of student subgroups in evaluation.</p> <p>Ensures evaluations of instructional and non-instructional personnel include such variables as effective communication with or participation of traditionally unrepresented groups.</p>

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Expectation #9: 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 district goals.</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>Ensures evaluations reflect accurate assessments of accurate, high quality performance.</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.</p> <p>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>Models quality, meaningful implementation of evaluation programs.</p> <p>Assists employees who are underperforming through the provision of meaningful professional development.</p> <p>Maintains high, uniform standards for personnel.</p>	<p>Takes into consideration the perception of school personnel and patrons when conducting supervision activities. Seek information from a wide variety of community sources.</p>

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Expectation #10: Develops and maintains current job descriptions, resource materials, and personnel policies and guidelines. Completes district processes to obtain administrative or School Board approval.

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<p>Develops and evaluates materials so that, as appropriate, they clearly communicate their relationship to the district’s strategic plan.</p>	<p>Works with principals, supervisors, and department heads to ensure that job descriptions, policies, and guidelines, as appropriate, prioritize the provision of quality instruction.</p>	<p>Maintains an ongoing practice of review and development of job descriptions, personnel policies, and guidelines.</p> <p>Provides timely and clear communication about the implementation of changes to current practice.</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>Engages stakeholders in the development of human resource documents.</p> <p>Ensures such documents are available and accessible to individuals who do not speak English, who may have disabilities, or may not be able to access information digitally.</p> <p>Actively plans for differing cultural responses to various policies or practices.</p> <p>Seeks input from internal and external sources regarding the need for and adequacy of materials.</p>	<p>Works with affected individuals to ensure they are prepared for changes to practices and policies.</p> <p>Seeks out current information about changes in law or policy requiring modification of district personnel practices.</p> <p>Engages legal counsel when appropriate.</p> <p>Ensures resource materials assist personnel in behaving in an ethical and legal manner.</p>	<p>Ensures that job descriptions and personnel policies include explicit reference to effective work with all sectors of the community, as appropriate.</p> <p>Plans for all school employees to utilize materials effectively.</p> <p>Considers the need to assist individuals to understand their rights and the ways in which resource materials support them.</p>

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Expectation #11: Implements employment law related practices across employee groups.

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<p>Ensures that district planning processes take into account requirements for protection of employees, nondiscrimination, and workplace quality concerns.</p>	<p>N/A</p>	<p>Serves as the district’s affirmative action officer in matters pertaining to the district’s policies for Equal Employment Opportunity and Equal Educational Opportunity.</p> <p>Supervises the district’s Risk Management program.</p> <p>Manages all employee leave programs including but not limited to FMLA/OFLA.</p> <p>Supervises the district’s Workers’ Compensation program.</p> <p>Ensures supervisors and principals contribute positively to the effective implementation of such regulations.</p>	<p>Ensures that all employee groups are given accurate, timely information about their rights and benefits.</p> <p>Ensures resources are presented in a manner so they are accessible to individuals who do not speak English, who may have disabilities, or may not be able to access information digitally.</p>	<p>Monitors district employment practices to ensure they meet the intent as well as the letter of pertinent requirements.</p>	<p>Helps the full variety of district employees to understand their rights and responsibilities under pertinent regulations.</p> <p>Utilizes opportunities to build support in the community for regulations that protect employees’ rights.</p>

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Expectation #12: 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>Independently examines ways in which HR plans, procedures and systems can more effectively promote 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>Prioritizes improvements or innovations based on their potential to improve educational outcomes.</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>Informs the Superintendent and executive leadership of potential improvements and emerging issues.</p>	<p>Assists the team in identifying appropriate individuals from whom to gain a variety of perspectives.</p> <p>Communicates with a wide variety of stakeholders to gain perspective, ideas, and information about potential district initiatives and innovations.</p>	<p>Adheres to group agreements and commitments.</p> <p>Supports the leadership team to external individuals and entities.</p> <p>Recognizes when the welfare of students or the district requires direct intervention. Takes action.</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> <p>Ensures that consideration of any change in practice will positively benefit <u>all</u> students and their families</p>

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Expectation #13: 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 #14: 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>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>Works with the Superintendent or supervisor to identify key communication needs.</p> <p>Ensures HR 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>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>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>Continuously develops understanding of the communication needs and styles of various affected groups. Engages assistance from experts as needed.</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. Restricts communication about sensitive topics to appropriate individuals.</p> <p>Seeks assistance from outside resources for communication, where necessary.</p> <p>Protects confidentiality of students, staff, and patrons.</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> <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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Expectation #15: 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 HR 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>Recommends changes as appropriate.</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>Plans for the evaluation of the effects of decisions including multiple perspectives.</p>

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