

Expectation #1: Plans and directs the district’s system of support to students that it is reflective of the district’s strategic plan.

Visionary Leadership	Instructional Improvement	Effective Management	Inclusive Practice	Ethical Leadership	Socio-Political Context
<p>Designs and articulates systems of support in a way that makes clear how they are integral to the district’s strategic plan.</p> <p>Ensures that the interests of all students are taken into account when the district engages strategic planning.</p> <p>Develops materials that, where appropriate, explain how district policies and procedures promote the district’s strategic plan.</p>	<p>Ensures services are provided in a way that supports the participation of all students in the general program of curriculum, instruction, and assessment.</p> <p>Where instructional services are provided, ensures that they align with the district’s general program of curriculum and instruction, with the same expectation of high quality instruction.</p> <p>Bases services on a careful analysis of current research and best practice.</p> <p>Uses data to inform recommendations and decisions.</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 student services.</p> <p>Manages resources and their allocation (i.e. staff, materials)</p> <p>Acts as liaison to state and local entities for issues related to SS programs.</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 programs are developed and evaluated based on their potential to eliminate racially predictable achievement gaps.</p>	<p>Ensures that the interests of all students and families are taken into account when the district engages in the process of establishing its strategic plan.</p>	<p>Accurately assesses the skills, attitudes, and beliefs of the school communities. Adjusts training and program development to address the current status at each site and throughout the district.</p>

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Expectation #2: Ensures the district’s student services conform to district policy and state and federal requirements.

Visionary Leadership	Instructional Improvement	Effective Management	Inclusive Practice	Ethical Leadership	Socio-Political Context
<p>Aligns the district’s strategic plan with local, state, and federal requirements.</p> <p>Ensures the district’s strategic plan is inclusive of such requirements.</p>	<p>Plans implementation of requirements in such a way that they support improvement of educational outcomes.</p>	<p>Acts as a liaison with the Oregon Department of Education and other local and state organization for issues related to supervised programs.</p> <p>Ensures personnel within the SS department understand and can implement current requirements.</p> <p>Evaluates existing practices against present and projected changes in requirements, anticipates need for change or development. Plans well in advance for changes.</p> <p>Effectively communicates requirements and the need for changes or development.</p> <p>Reviews the need for policy changes relative to such requirements. Develops, proposes, and shepherds changes through district processes.</p> <p>Communicates and coordinates with other departments (finance, human resources) regarding needs of the student services programs</p> <p>Submits required reports regarding SS programs. Reports are highly accurate.</p> <p>Develops efficient methods of retrieving data necessary to meet legal mandates. Maintains records in a strictly legal and secure manner.</p>	<p>Engages in positive, frequent communication with affected groups. Seeks input and perspective from individuals and groups affected by decisions. Clearly communicates requirements to affected groups.</p>	<p>Is proactive and seeks to ensure the district is always compliant in both the letter and spirit of requirements.</p> <p>Seeks legal or expert advice as necessary.</p>	<p>Helps school personnel and patrons to develop a positive understanding of state and federal regulations.</p>

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Expectation #3: Implements assigned SS programs within the context of the district’s data based continuous improvement model.

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<p>Ensures that the district’s strategic plan links directly to meaningful data sets.</p> <p>Where needed, develops data about SS programs to evaluate the attainment of district goals.</p>	<p>Sets goals for SS programs that are based on data and reflect improvement on meaningful educational outcomes.</p> <p>Identifies key innovations or improvements that are necessary to reach instructionally relevant improvement goals.</p> <p>Proposes such changes.</p>	<p>Assists other administrators in the development of their improvement plans so SS programs under their supervision addressed in their continuous improvement plans.</p> <p>Ensures data are available to other administrators who require such data to assess the outcomes of their continuous improvement plans.</p> <p>Provides for self-evaluation of the effectiveness of SS programs.</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 SS program.</p> <p>Involves affected parties early in the process of setting goals and planning strategies for improvements.</p>	<p>Is open and communicative with leadership regarding the needs of students who are affected by SS programs.</p>	<p>Challenges assumptions about limitations of groups of students who utilize SS programs.</p> <p>Provides data that builds the rationale for student service programs.</p>

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Expectation #4: Effectively administers Student Services budget.

Visionary Leadership	Instructional Improvement	Effective Management	Inclusive Practice	Ethical Leadership	Socio-Political Context
<p>Analyzes program components and configurations relative to the likelihood they will effectively promote the district's strategic plan.</p>	<p>Prioritizes budget items that have been empirically demonstrated to improve students' ability to benefit from instruction, or in the case of instructional services provided by SS, contribute to the provision of quality instruction.</p>	<p>Develops projected budgets within the context of the overall district financial context, and within the budget cycle.</p> <p>Maximizes potential financial resources to support SS services (grants, census based funding).</p> <p>Carefully administers the expenditure of the approved budget throughout the fiscal year to ensure program and district stability.</p> <p>Seeks efficiencies in administration of SS budgets; eliminates or proposes the elimination of budget items that are superfluous or unnecessary.</p> <p>Ensures grant and categorical funds are expended and accounted for in a manner that is strictly consistent with the intent of their funding source.</p> <p>Acts as the district's liaison for matters related to funding SS programs with the ODE.</p> <p>Maintains an ongoing program of review and revision to ensure materials are current and useful.</p>	<p>Ensures the development of the budget includes input from affected groups.</p> <p>Prioritizes expenditures that are most likely to promote the elimination of the disproportionate effects of race, language, or disability on student performance.</p>	<p>Allocates resources in a transparent, equitable manner.</p>	<p>Ensures that members of the school community understand the benefit of investment in SS programs.</p> <p>Promotes an understanding that students who are served by SS programs are often the most vulnerable and underserved students.</p>

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Expectation #5: Plans and provides for or coordinates with other departments to provide for staff development for individuals working in SS programs.

Visionary Leadership	Instructional Improvement	Effective Management	Inclusive Practice	Ethical Leadership	Socio-Political Context
<p>Provides for staff development that assists individuals in SS programs to understand their contribution to the attainment of the district's strategic plan.</p>	<p>Ensures that, as appropriate, provision of quality instruction is of the highest priority in staff development activities.</p> <p>Plans staff development that relates directly to the district, department, or schools' continuous improvement plans.</p>	<p>Formally assesses the needs of teachers, specialists, paraprofessionals and administrators regarding their ability to implement the district's SS programs.</p> <p>Efficiently develops programs of staff development that address instructional skills, compliance requirements, and job specific skills within SS programs.</p> <p>Plans and proposes realistic budgets for such staff development.</p> <p>Ensures such programs are on-going (as opposed to single workshops), flexible, and evaluated.</p>	<p>Develops staff development plans with the input of a broad representation of affected individuals.</p> <p>Ensures such plans take into account the needs of recipients related to language, culture, or disability.</p>	<p>Prioritizes staff development that has the highest likelihood of improving students' educational outcomes or school experience.</p>	<p>Ensures staff development addresses the variety of students and families the district serves.</p>

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Expectation #6: Provides direct support to administrators, teachers, and classified personnel to implement SS programs.

Visionary Leadership	Instructional Improvement	Effective Management	Inclusive Practice	Ethical Leadership	Socio-Political Context
<p>Prioritizes actions of SS based on their potential to assist schools to 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, specialists, and paraprofessionals.</p> <p>Differentiates support to and at schools based on the skills and needs of administrators, instructional, and support staff.</p> <p>Provides regular feedback to administrators regarding their effectiveness as instructional leaders.</p>	<p>Maintains a high level of awareness of the implementation of SS programs at each school or site.</p> <p>Communicates frequently with program personnel and administrators so that the SS administrator has a “finger on the pulse” of programs.</p> <p>Works with individual situations at the school or site to facilitate resolution of difficulties as early as possible.</p> <p>Informs district leaders of problems related to implementation; follows up until problems are successfully resolved.</p> <p>Is responsive in a timely manner to school personnel and community patrons. Ensures issues are resolved.</p>	<p>Seeks multiple perspectives regarding the need for support to personnel and administrators.</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.</p> <p>Finds ways to communicate with individuals who traditionally have had difficulty communicating with school personnel.</p>	<p>Assumes uniform expectations for all individuals.</p> <p>Demonstrates an understanding for individuals who have different needs based on individual circumstance, while holding them accountable for quality performance.</p>	<p>Develops a culture of mutual support and of service to schools, departments, and the community.</p> <p>Ensures that administrators and personnel consider the effect of their instructional programs on traditionally underrepresented groups.</p> <p>Adjusts support to the unique characteristics of each school or program, while maintaining high expectations.</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. Ensure goals, plans, and actions taken by designees and staff members contribute to achieving district goals.</p> <p>Utilizes a level of direction that is appropriate, taking into consideration an individual’s ability or preparedness to meet 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>Develops outstanding talent and leadership potential in subordinates.</p> <p>Ensures that evaluations effectively recognize strong performance, form foundation for improvement where needed, and are the basis for termination where needed. 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 that types of direction and decision making processes are clear to affected individuals.</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 balance the C&I staff so it is representative of the community at large.</p> <p>Seeks feedback regarding effectiveness of direction from affected individuals.</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>Within the guidelines of the human resources department, provides accurate information to prospective employers when giving current or previous employees job references.</p> <p>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.</p>	<p>Seeks to balance the SS staff so that it is representative of the community at large.</p> <p>Adjusts supervision activities to the background of individuals, while maintaining high standards for performance.</p> <p>Adjusts actions and responses to the background and needs of the individual, while maintaining high standards.</p>

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Expectation #8: 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 groups who are traditionally unheard.</p>

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Expectation #9: Demonstrates initiative and innovation.

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Independently examines ways in which 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 #10: 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 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>Assesses the need for program materials from an ethical and legal perspective. Ensures that such materials assist personnel in behaving in an ethical and legal manner.</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>Ensures materials 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>

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Expectation #11: Uses excellent decision-making that moves the district forward to reach its goals.

Visionary Leadership	Instructional Improvement	Effective Management	Inclusive Practice	Ethical Leadership	Socio-Political Context
<p>Consistently makes and implements decisions that are clearly aligned with the district’s strategic plan.</p> <p>Uses data and objective information in recommendations 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 operational 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 affected 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 #12: Communicates with colleagues, staff members, students and patrons directly, with empathy and respect, and in a timely manner.

Visionary Leadership	Instructional Improvement	Effective Management	Inclusive Practice	Ethical Leadership	Socio-Political Context
<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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Review for Student Services/Special Education Administrator

Expectation #13: Special Education Expectation - Develops and implements plans to provide services to students with disabilities under the IDEA.

Visionary Leadership	Instructional Improvement	Effective Management	Inclusive Practice	Ethical Leadership	Socio-Political Context
<p>Represents the needs of students with disabilities in the planning and implementation of the general education program within the district’s strategic plan.</p> <p>Develops and promotes special education as a system of services designed to ensure students meet high expectations and gain significant levels of achievement and independence.</p>	<p>Ensures that students with disabilities have access to the general education program.</p> <p>Ensures that services are provided to the greatest extent possible within the general education classroom and with non-disabled peers.</p> <p>When separate instruction is necessary for students’ benefit, ensures that the instruction is aligned with the general education program and is of high quality and intensity.</p> <p>Effectively develops the provision of related services so they are, to the greatest extent appropriate, directly related to students’ ability to benefit from instruction.</p> <p>Ensures services are based on current empirical research.</p> <p>Works with C&I to ensure curriculum adoptions and instructional staff development include materials and approaches for students with disabilities.</p>	<p>Develops detailed procedures for referral, identification, and evaluation of students, and implementation of procedural requirements.</p> <p>Develops plans that take into account the various roles of special educators including instruction, evaluation, consultation, parent relations, and meeting facilitation.</p> <p>Implements effective plans, including staff development, to ensure staff members are able to fulfill their roles.</p> <p>Demonstrates a thorough understanding of special education funding mechanisms.</p> <p>Engages schools in developing special education plans that are integral to their continuous improvement plans.</p> <p>Monitors implementation of the budget for Maintenance of Effort requirements.</p> <p>Coordinates with HR and the Business Office to ensure documentation of requirements such as “time and effort.”</p>	<p>Carefully tracks special education referral, identification, graduation, and discipline rates for disproportionality by subgroups.</p> <p>Involves special education and general education personnel in planning activities.</p> <p>Has frequent, reciprocal communication with building administrators regarding school needs. Utilizes transparent, uniform decision making.</p> <p>Provides for input from a variety of sources in evaluating the effectiveness of the district’s special education services. Makes concerted effort to include traditionally under-represented groups.</p> <p>Coordinates services so they are an integral part of the curriculum, instruction, and assessment program.</p>	<p>Establishes uniform services throughout the district.</p> <p>Makes decisions based on well-articulated criteria.</p> <p>Helps special education personnel overcome barriers to effective involvement of parents in the special education process. Maintains excellent relationships with parents and assists schools directly in difficult situations.</p> <p>Participates in dispute resolution options under the IDEA (mediation, complaints, due process) in a confidential, respectful manner.</p> <p>Actively monitors activities in the district to identify and remediate potential civil rights violations based on language, race, disability, or country of origin.</p>	<p>Builds understanding, support, and advocacy for students with disabilities.</p> <p>Communicates the importance of providing services under the IDEA.</p>

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Expectation #13 (cont.) Special Education Expectation - Develops and implements plans to provide services to students with disabilities under the IDEA.

Visionary Leadership	Instructional Improvement	Effective Management	Inclusive Practice	Ethical Leadership	Socio-Political Context
		<p>Manages resources and their allocation including staffing allocations, curriculum materials, etc.</p> <p>Tracks regulatory and funding developments at the state and federal level to enhance planning and provide program stability.</p> <p>Manages the special education compliance system including the SPR&I system and the special education child count.</p> <p>Acts as the district contact for disability related issues with ODE and the Office of Civil Rights.</p>		<p>Responds to complaints or concerns regarding special education issues, submitted at the district level .</p>	

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