



*Washoe County
School District*

MyPGS



Dean of
Students
Evaluation
Rubric

Washoe County
School District

Professional
Growth System

| STANDARD 1 Organizational Leadership | STANDARD 2 Instructional Leadership | STANDARD 3 Interpersonal Leadership | STANDARD 4 Professional Responsibility |
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| 1a Accurate Records <ul style="list-style-type: none"> • Keeping daily records • Training in and support of data management systems • Analyzing and using data | 2a Focus on Learning <ul style="list-style-type: none"> • Knowledge of the School Performance Framework • Knowledge of the school's vision, learning goals, and School Performance Plan | 3a Professional Interactions and Communication <ul style="list-style-type: none"> • Effective communication • Relationships with colleagues • Receptivity to feedback • Effective collaboration | 4a Professional Learning <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Knowledge of policies and procedures • Service to the profession |
| 1b School Environment <ul style="list-style-type: none"> • Positive behavior supports • Expected student behavior • Promoting a safe educational environment | 2b Instruction and Professional Learning <ul style="list-style-type: none"> • Facilitating professional learning • Providing feedback that improves practice | 3b Professional Interactions and Communication with Students, Families and Community <ul style="list-style-type: none"> • Using positive regard in Dean/student/family interaction • Sharing information about the instructional program helping families/community to support learning • Helping families to navigate the educational system • Building effective outreach and partnerships with families and community • Understanding cultural differences | 4b Leadership Initiative <ul style="list-style-type: none"> • Knowledge and involvement in school and district initiatives • Strengthening a positive self-renewing culture • Research and implementation of academic initiatives • Ethical behavior, decision making and judgment |
| 1c Self-Management <ul style="list-style-type: none"> • Time management • Flexibility and responsiveness | 2c Curriculum Instruction and Assessment <ul style="list-style-type: none"> • Professional discourse • Effective instruction • Student assessments • Test administration | | 4c Site Specific Duties and Responsibilities <ul style="list-style-type: none"> • Planning • Organization • Execution • Shared leadership |

**STANDARD 1
ORGANIZATIONAL LEADERSHIP**

| COMPONENTS Elements | INEFFECTIVE | MINIMALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
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| <p>1a Accurate Records</p> <ul style="list-style-type: none"> • <i>Keeping daily records</i> • <i>Training in and support of data management systems</i> • <i>Analyzing and using data</i> | <p>Has no system for maintaining information on students or system is inconsistent, incomplete and/or in disarray.</p> <p>Does not participate effectively in collaboration and training regarding the use of data management systems.</p> <p>Does not demonstrate competence in the use of data to drive academic/behavioral management and decision-making regarding teaching and learning.</p> | <p>Has a system for maintaining information on students, but it is inconsistent, incomplete and /or inaccurate.</p> <p>Inconsistently participates in collaboration and training regarding the use of data management systems.</p> <p>Participates in training and support of staff only when specifically asked.</p> <p>Demonstrates minimal competence in the use of data to drive academic/behavioral management and decision-making regarding teaching and learning.</p> | <p>Has a system for maintaining information on students that is consistent, complete and accurate.</p> <p>Usually participates in collaboration and training regarding the use of data management systems.</p> <p>Participates in training and support of staff.</p> <p>Demonstrates competence in the use of data to drive academic/behavioral management and decision making regarding teaching and learning.</p> <p>May lead staff in data inquiry.</p> | <p>Has a system for maintaining information on students that is consistent, complete and accurate, and supports staff in the collaborative collection and use of data.</p> <p>Always participates in collaboration and training regarding the use of data management systems.</p> <p>Takes an active leadership role in training and ongoing support of staff.</p> <p>Has advanced skills in the use of data, and leads staff in using data to drive academic/behavioral management.</p> <p>Regularly leads teachers in data inquiry, and proposes appropriate interventions.</p> |
| <p>1b School Environment</p> <ul style="list-style-type: none"> • <i>Positive behavior supports</i> • <i>Expected student behavior</i> • <i>Promoting a safe educational environment</i> | <p>Does not adapt or respond appropriately when managing student behavior.</p> <p>Does not apply the behavioral matrix or progressive discipline plan.</p> <p>Does not fulfill responsibilities involving the supervision of students throughout the day.</p> <p>Has not established expectations of conduct, and has not made students aware of school-wide behavioral expectations.</p> <p>Demonstrates little or no knowledge of district and/or school safety policies and</p> | <p>Inconsistently adapts and responds when managing student behavior.</p> <p>Inconsistently applies the behavioral matrix and progressive discipline plan.</p> <p>Inconsistently fulfills responsibilities involving the supervision of students throughout the day.</p> <p>Has partially established expectations of conduct, and has made students only minimally aware of school-wide behavioral expectations.</p> <p>Demonstrates limited knowledge</p> | <p>Adapts and responds appropriately when managing student behavior.</p> <p>Applies the behavioral matrix and progressive discipline plan.</p> <p>Fulfills responsibilities involving the supervision of students throughout the day.</p> <p>Has established expectations of conduct, and has made students fully aware of school- wide behavioral expectations, including re-teaching expectations as necessary.</p> <p>Demonstrates knowledge of and assists in ensuring district and/or</p> | <p>Consistently adapts and responds effectively when managing student behavior.</p> <p>Consistently applies the behavioral matrix and progressive discipline plan.</p> <p>Consistently fulfills responsibilities involving the supervision of students throughout the day, and assists students in mediating and monitoring their own behavior.</p> <p>Has established expectations of conduct, encourages students to participate in self-monitoring and maintaining school- wide</p> |

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| | procedures, e.g. Code Blue, Code Red/Yellow, fire drills, evacuation plans, etc. | of district and/or school safety policies and procedures, e.g. Code Blue, Code Red/Yellow, fire drills, evacuation plans, etc. | school-wide safety policies and procedures are followed, e.g. Code Blue, Code Red/Yellow, fire drills, evacuation plans, etc. | expectations, and may participate in modeling and re-teaching expectations as needed. Demonstrates extensive knowledge of district and/or school safety policies and procedures, and takes a leadership role to ensure school-wide safety measures are followed, e.g. Code Blue, Code Red/Yellow, fire drills, evacuation plans, etc. |
| 1c Self-Management <ul style="list-style-type: none"> • <i>Time management</i> • <i>Flexibility and responsiveness</i> | <p>Does not prioritize tasks and duties.</p> <p>Rarely meets deadlines.</p> <p>Avoids or inappropriately responds to situations where support is needed.</p> <p>Is not flexible in executing his/her responsibilities.</p> | <p>Inconsistently prioritizes tasks and duties to ensure safety and effective operations.</p> <p>Occasionally meets deadlines.</p> <p>Inconsistently responds to situations where support is needed, or only responds when specifically directed to do so.</p> <p>Occasionally adapts to situations requiring flexibility, with uneven results.</p> | <p>Prioritizes tasks and duties to ensure safety and effective operations.</p> <p>Manages time well and meets deadlines.</p> <p>Consistently responds to situations when individual or operational support is needed.</p> <p>Adapts to situations in an appropriate and effective manner.</p> | <p>Develops a prioritized plan of tasks and duties to ensure safety and effective operations, revising as appropriate.</p> <p>Effectively executes plans to the satisfaction of self and supervisor, consistently meeting deadlines.</p> <p>Is proactive in seeking ways to better support individuals and the organization, and is flexible in response to school and individual needs.</p> <p>Anticipates and responds to situations in an appropriate and effective manner.</p> |

| STANDARD 2 INSTRUCTIONAL LEADERSHIP | | | | |
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| COMPONENTS <i>Elements</i> | INEFFECTIVE | MINIMALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| 2a Focus on Learning <ul style="list-style-type: none"> <i>Knowledge of the School Performance Framework</i> <i>Knowledge of the school's vision, learning goals, and School Performance Plan</i> | <p>Does not understand the components of the School Performance Framework, including focus areas for needed improvements and aligned professional learning.</p> <p>Demonstrates no understanding of vision, learning goals, or the School Performance Plan.</p> | <p>Demonstrates limited understanding of the components of the School Performance Framework and its relation to the School Performance Plan, including focus areas for growth and improvement and aligned professional learning, and may be able to communicate this information to stakeholders.</p> <p>Demonstrates limited understanding and ability to articulate the vision, learning goals and related components of the School Performance Plan to stakeholders, and may have participated in the development process.</p> | <p>Demonstrates understanding of the components of the School Performance Framework and its relation to the School Performance Plan, including focus areas for growth and improvement and aligned professional learning, and is able to communicate this information to stakeholders.</p> <p>Demonstrates and is able to articulate a clear understanding of the vision, learning goals and related components of the School Performance Plan to stakeholders, and participates in the planning and development process.</p> | <p>Demonstrates sophisticated understanding of the components of the School Performance Framework and its relation to the School Performance Plan, including focus areas for growth and improvement and aligned professional learning, and takes a leadership role in supporting stakeholders in their understanding of these guiding documents.</p> <p>Demonstrates and is able to articulate a clear understanding of the vision, learning goals and related components of the School Performance Plan to stakeholders, and plays a leadership role in the implementation and plan revision process.</p> |
| 2b Instruction and Professional Learning <ul style="list-style-type: none"> <i>Facilitating professional learning</i> <i>Providing feedback that improves practice</i> | <p>Does not demonstrate an understanding of adult learning styles, and fails to lead small or large group learning.</p> <p>Provides feedback to teachers that is of poor quality, or feedback is absent.</p> <p>Does not participate in planning with or coaching of individual teachers.</p> | <p>Demonstrates limited understanding of adult learning styles, but does not use that knowledge when leading small or large group learning.</p> <p>Provides feedback to teachers that may be inaccurate or inconsistent, and is not given in a timely manner.</p> <p>Inconsistently participates in planning with or coaching of individual teachers.</p> | <p>Demonstrates an understanding of adult learning styles, and uses that knowledge when leading small and large group learning.</p> <p>Provides feedback to teachers that is specific, constructive, timely.</p> <p>Consistently participates in planning with or coaching of individual teachers.</p> | <p>Demonstrates understanding of adult learning styles, and uses that understanding when leading small or large group learning that directly impacts teacher practice.</p> <p>Provides feedback to teachers that is specific, constructive, and timely and appropriately focused on improving instructional practices.</p> <p>Is proactive in seeking co-planning and coaching opportunities, providing support for teachers to make use of the feedback.</p> |
| 2c Curriculum Instruction and Assessment <ul style="list-style-type: none"> <i>Professional discourse</i> | <p>Demonstrates little or no knowledge of best practices for Professional Learning Communities, and is unable to guide discussions that are</p> | <p>Demonstrates limited knowledge of best practices for Professional Learning Communities, and uses this knowledge to guide discussions that are aligned with</p> | <p>Demonstrates knowledge of best practices for Professional Learning Communities, and effectively uses this knowledge to guide discussions that are</p> | <p>Demonstrates extensive knowledge of best practices for Professional Learning Communities, and consistently uses this knowledge, including</p> |

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| <ul style="list-style-type: none"> • <i>Effective instruction</i> • <i>Student assessments</i> • <i>Test administration</i> | <p>aligned with the needs and goals of the students, teachers and the school community.</p> <p>Demonstrates little or no knowledge of state standards, curriculum resources, and best instructional practices, and is unable to assist teachers in the planning and execution of instruction.</p> <p>Does not have an understanding of the purpose and use of different forms of assessment, and does not support teachers in the use of assessments to guide instruction.</p> <p>Does not participate in supporting the administration of large scale state and district required assessments.</p> | <p>the needs of the students, teachers, and the school community with uneven results.</p> <p>Demonstrates limited knowledge of state standards, curriculum resources, and best instructional practices, but has limited ability to assist teachers in the planning and execution of effective instruction.</p> <p>Has a limited understanding of the purpose and use of different forms of assessment, and may support teachers in the use of appropriate assessments to guide instruction.</p> <p>Minimally participates in supporting the administration of large scale state and district required assessments.</p> | <p>aligned with the needs of the students, teachers, and the school community.</p> <p>Demonstrates knowledge of state standards, curriculum resources, and best instructional practices, and consistently uses this knowledge to assist teachers in the planning and execution of effective instruction.</p> <p>Demonstrates an understanding of the purpose and use of different forms of assessment, and supports teachers in the use of appropriate assessments to guide instruction.</p> <p>Actively participates in supporting the administration of large scale state and district required assessments.</p> <p>May lead management and/or administration of large scale assessments with some direction.</p> | <p>empowering teachers to lead discussions that are aligned with the needs of the students, teachers, and the school community.</p> <p>Demonstrates extensive knowledge of standards, curriculum resources, and best instructional practices, and uses this knowledge to promote teacher capacity and leadership in planning and execution of effective instruction.</p> <p>Demonstrates a sophisticated understanding of the purpose and use of different forms of assessment, and takes a leadership role in building the capacity of teachers to develop and/or use appropriate assessments to guide instruction.</p> <p>Understands and implements procedures for set-up and administration of large scale state and district required assessments.</p> <p>Leads/trains others in assessment management and administration responsibilities.</p> |
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**STANDARD 3
INTERPERSONAL LEADERSHIP**

| COMPONENTS <i>Elements</i> | INEFFECTIVE | MINIMALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
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| <p>3a Professional Interactions and Communication</p> <ul style="list-style-type: none"> • <i>Effective communication</i> • <i>Relationships with colleagues</i> • <i>Receptivity to feedback</i> • <i>Effective collaboration</i> | <p>Demonstrates poor verbal and/or written communication skills, or communication is inaccurate.</p> <p>Has in place almost no structures or processes to communicate with staff, students and parents.</p> <p>Has self-serving or demeaning relationships with colleagues.</p> <p>Is rarely able to find common ground on areas of disagreement.</p> <p>Resists or dismisses feedback on performance from either supervisors or peers.</p> <p>Makes no attempt to engage staff in the educational program or vision of the school, and does not consult other staff or team members.</p> | <p>Demonstrates inconsistent verbal and/or written communication skills, or communication may be inaccurate and/or untimely.</p> <p>Has in place some structures or processes to communicate with staff, students and parents.</p> <p>Maintains cordial relationships with colleagues to fulfill job-specific duties.</p> <p>Is sometimes able to find common ground on areas of disagreement.</p> <p>Inconsistently accepts feedback on performance from supervisors and peers, and may utilize the feedback to improve performance.</p> <p>Demonstrates inconsistent attempts to engage staff in the educational program or vision of the school, and rarely consults staff or other team members.</p> | <p>Demonstrates consistent, accurate and timely verbal and written communication.</p> <p>Has in place structures or processes to communicate with staff, students and parents.</p> <p>Maintains relationships with colleagues that are characterized by mutual respect, support, and cooperation.</p> <p>Is consistently able to find common ground on areas of disagreement.</p> <p>Consistently welcomes feedback when offered by supervisors and peers when opportunities arise through professional collaboration, and uses the feedback to improve performance.</p> <p>Consistently engages staff in the educational program, and collaborates appropriately.</p> <p>Makes decisions that reflect genuine professional consideration of staff members.</p> | <p>Demonstrates effective and varied modalities of accurate, timely communication, including the use of 21st Century technology.</p> <p>Has in place effective structures and consistent processes to communicate with staff, students and parents.</p> <p>Consistently establishes and maintains positive, productive relationships with staff.</p> <p>Takes a leadership role assisting groups with being productive and finding common ground by modeling openness to differing ideas, opinions and perspectives.</p> <p>Regularly seeks out feedback on performance from both supervisors and peers, and actively utilizes feedback to improve performance.</p> <p>Takes a leadership role in engaging staff in the educational program.</p> <p>Models a collaborative decision making process based on the highest professional standards, and considers the expertise and opinions of others.</p> |
| <p>3b Professional Interactions and Communication with Students, Families and Community</p> <ul style="list-style-type: none"> • <i>Using positive regard in Dean student/family interaction</i> | <p>Maintains interactions with students and/or families that are negative, demeaning, sarcastic or inappropriate to the age or culture of the individuals.</p> <p>Does not provide information on the instructional program or the student's academic progress when asked to explain its meaning or</p> | <p>Maintains interactions with students and/or families that are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students' and parents' cultures.</p> <p>Explains the instructional program and the student's academic progress in understandable terms,</p> | <p>Maintains interactions with students and/or families that are friendly, demonstrate caring and respect, and are appropriate to the age and cultures of the students and/or parents.</p> <p>Explains the instructional program and the student's progress in understandable terms, shares</p> | <p>Maintains interactions with students and/or families that reflect genuine respect and caring for individuals as well as groups of students and/or parents, and creates an environment where students and parents feel safe and comfortable to ask questions, comment, discuss and share ideas.</p> |

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| <ul style="list-style-type: none"> • <i>Sharing information about the instructional program helping families/community to support learning</i> • <i>Helping families to navigate the educational system</i> • <i>Building effective outreach and partnerships with families and community</i> • <i>Understanding cultural differences</i> | <p>significance to families.</p> <p>Provides little information and assistance to families in understanding the components of public education.</p> <p>Does not have relationships/connections established with families or the community, and no outreach efforts are initiated.</p> <p>Provides minimal information to families about individual students.</p> <p>Does not respond, or responds insensitively, to family/community concerns about students.</p> <p>Does not seek to gain an understanding of cultural differences.</p> | <p>but refers the family to off-site resources to support the student's academic success.</p> <p>Provides some information and assistance to families in understanding the components of public education.</p> <p>Makes modest or partially successful attempts to develop relationships/connections with families and the community, but attempts are limited to families that are already visible at the school.</p> <p>Provides responses to family and community concerns that are minimal or may reflect occasional insensitivity.</p> <p>Initiates conversations about culture, but does not have the skills or knowledge to further the conversation.</p> | <p>strategies to support academic success, and provides follow-up as appropriate.</p> <p>Provides consistent information and assistance to families in understanding the components of public education.</p> <p>Builds positive relationships/connections with families and the community by collaborating in school and outreach opportunities in both traditional and non-traditional means.</p> <p>Communicates with families about a student's progress on a regular basis, and is available as needed to respond to family concerns.</p> <p>Is comfortable with conversations about culture, and has the skills and knowledge to discuss the cultural backgrounds of his/her students and families.</p> | <p>Explains the instructional program and the student's progress in understandable terms.</p> <p>Provides strategies and resources specifically tailored to student needs, follows up with the student and family, and is proactive in providing information and assistance to families in understanding public education, connecting them to a variety of resources and tools as appropriate.</p> <p>Maintains consistent and continuous positive relationships/connections with families and the community, and fosters outreach opportunities in both traditional and non-traditional means.</p> <p>Communicates frequently with families, and is able to prepare students to communicate and explain their progress to others.</p> <p>Consistently demonstrates an understanding of cultural differences, and communicates with students and families/community by initiating additional opportunities to build cultural awareness and understanding.</p> |
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**STANDARD 4
PROFESSIONAL RESPONSIBILITY**

| COMPONENTS Elements | INEFFECTIVE | MINIMALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
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| <p>4a Professional Learning</p> <ul style="list-style-type: none"> • <i>Enhancement of content knowledge and pedagogical skill</i> • <i>Knowledge of policies and procedures</i> • <i>Service to the profession</i> | <p>Rarely engages in professional learning activities to enhance pedagogical knowledge or skill.</p> <p>Does not seek support from colleagues.</p> <p>Follows few or no policies, regulations and procedures specific to his/her role and responsibilities.</p> <p>Makes little or no effort to share knowledge with others, or to contribute to the profession.</p> | <p>Participates to a limited extent in professional learning activities to enhance pedagogical knowledge and skill, but only when convenient or required.</p> <p>Rarely seeks support from colleagues.</p> <p>Follows most policies, regulations, and procedures specific to his/her role and responsibilities.</p> <p>Finds limited ways to share knowledge and contribute to the profession.</p> | <p>Participates in professional learning activities for professional development to enhance pedagogical knowledge and skill.</p> <p>Often seeks support from colleagues.</p> <p>Consistently follows all policies, regulations and procedures specific to his/her role and responsibilities.</p> <p>Participates consistently and actively in sharing knowledge and contributing to the profession.</p> | <p>Actively seeks out professional learning activities to enhance pedagogical knowledge and skill.</p> <p>Has the support of colleagues and takes a leadership role in utilizing sharing, and implementing new knowledge and skills.</p> <p>Consistently follows all policies, regulations and procedures specific to his/her role and responsibilities, and encourages and supports school staff in doing the same.</p> <p>Initiates important activities that contribute to the profession, taking a leadership role in sharing knowledge and assisting others.</p> |
| <p>4b Leadership Initiative</p> <ul style="list-style-type: none"> • <i>Knowledge and involvement in school and district initiatives</i> • <i>Strengthening a positive self-renewing culture</i> • <i>Research and implementation of academic initiatives</i> • <i>Ethical behavior, decision making and judgment</i> | <p>Demonstrates limited or no knowledge of key initiatives on a school or district level.</p> <p>Does not participate in developing and/or carrying out initiatives based on improving the culture of the school.</p> <p>Does not seek out initiatives that support site- improvement goals to implement at the school.</p> <p>Avoids involvement in decision making at the school.</p> <p>May not demonstrate ethical behavior.</p> | <p>Demonstrates knowledge of key initiatives, but is not involved on a school or district level.</p> <p>Minimally participates in developing and/or carrying out initiatives based on improving the culture of the school.</p> <p>Participates in the research of new initiatives to support site-improvement goals, but does not actively engage in planning for or implementing the initiatives.</p> <p>Takes a limited role in decision making at the school.</p> <p>Does not consistently demonstrate ethical behavior and/or sound judgment.</p> | <p>Demonstrates knowledge of key initiatives, and is directly involved on a school and/or district level.</p> <p>Consistently participates in developing and/or carrying out initiatives based on improving the culture of the school.</p> <p>Participates in the research, planning and implementation of new initiatives that support site-improvement goals.</p> <p>Is involved in decision making at the school.</p> <p>Demonstrates ethical behavior and sound judgment.</p> | <p>Demonstrates knowledge of key initiatives and takes a leadership role on a school and/or district level.</p> <p>Takes on a leadership role in carrying out initiatives based on improving the culture of the school.</p> <p>Proactively identifies areas of focus for improvement at the school, researches new initiatives to address those issues, and takes a leadership role in planning and implementation.</p> <p>Takes a leadership role in decision making, employing collaborative and/or consensus building structures as appropriate.</p> |

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| | | | | Consistently demonstrates ethical behavior and sound judgment. |
| <p>4c</p> <p>Site Specific Duties and Responsibilities</p> <ul style="list-style-type: none"> • <i>Planning</i> • <i>Organization</i> • <i>Execution</i> • <i>Shared leadership</i> | <p>Does not demonstrate skill in effective planning for activities within assigned site-specific responsibilities, and plans are incomplete or absent.</p> <p>Does not demonstrate skill in effective organization of activities within assigned site-specific responsibilities.</p> <p>Does not execute plans or fulfill duties within site-specific responsibilities.</p> <p>Leaves tasks incomplete and activities disorganized and unproductive.</p> <p>Does not share leadership in administration of assigned site-specific responsibilities and activities.</p> | <p>Demonstrates minimal skill in effective planning for activities within assigned site-specific responsibilities, and plans may be incomplete.</p> <p>Demonstrates minimal skill in effective organization of activities within assigned site-specific responsibilities.</p> <p>Inconsistently executes plans or fulfills duties within assigned site-specific responsibilities.</p> <p>Completes associated tasks unevenly, and while some activities have structure, they are only somewhat productive.</p> <p>Inconsistently and/or ineffectively shares leadership in administration of assigned site-specific responsibilities and activities.</p> | <p>Demonstrates consistent and effective planning for activities within assigned site-specific responsibilities, and plans are complete.</p> <p>Demonstrates consistent and effective organization of activities within assigned site-specific responsibilities.</p> <p>Consistently executes plans and fulfills duties within assigned site-specific responsibilities.</p> <p>Completes associated tasks, and activities are well organized and productive.</p> <p>Consistently and effectively shares leadership with school staff in the administration of assigned site-specific responsibilities and activities.</p> | <p>Demonstrates consistent and effective planning for activities within assigned site-specific responsibilities and plans are complete, detailed and include staff, students and parents as appropriate.</p> <p>Demonstrates consistent and effective organization of activities within assigned site-specific responsibilities.</p> <p>Exceeds expectations in executing plans and fulfillment of duties within assigned site-specific responsibilities.</p> <p>Completes associated tasks, creates activities that are well organized and productive, and continuously revises planning and organization to improve execution of responsibilities.</p> <p>Actively seeks out opportunities to share leadership in administration of assigned site-specific responsibilities, empowering staff, students and/or parents as appropriate.</p> |