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A Data-Driven Focus to Support Student Achievement

Element 1:

The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.

Element 2:

The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

Element 3:

The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.

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Continuous Support for Improvement of Instruction

Element 1:

The district leader provides a clear vision regarding the district instructional model and how to implement the model.

Element 2:

The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.

Element 3:

The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

Element 4:

The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.

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Continuous Support for a Guaranteed and Viable Curriculum

Element 1:

The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.

Element 2:

The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.

Element 3:

The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum.

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Community of Care and Collaboration

Element 1:

The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.

Element 2:

The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).

Element 3:

The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

Element 4:

The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making.

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District Core Values

Element 1:

The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.

Element 2:

The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.

Element 3:

The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.

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Resource Allocation Management

Element 1:

The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.

Element 2:

The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.

Element 3:

The district leader manages the organization, operations, instructional programs, and initiatives to maximize the use of resources that promote effective instruction and student achievement.