HE: Principals are successful in making it happen. (Principal catches fish on own)
E: The DOS is working hand-in-hand with principals to make it happen. (DOS and principal catch fish)
PE: Principals are on their way to making it happen. (DOS is teaching principal to fish)
I: Principals are not growing in this area. (DOS fishes)

Standard 1 – INSTRUCTIONAL LEADERSHIP: Director of Schools (DOS) is a World Class instructional leader.
1.1 DOS supports and inspires all principals to be experts in backward planning.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: DOS collaborates with and empowers principals to be experts in Backward Planning through the alignment of World Class outcomes, World Class assessments, and World Class learning opportunities in every classroom for every student throughout all schools.
E: DOS ensures that principals are experts in Backward Planning through the alignment of World Class outcomes, World Class assessments, and World Class learning opportunities in every classroom for every student throughout all schools.
PE: DOS is developing capacity in all principals to align outcomes, assessments, and learning opportunities at all schools.
I: DOS directs principals to align outcomes, assessments, and learning opportunities at all schools.
1.2 DOS inspires all principals to be experts in differentiation.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: DOS collaborates with and empowers principals to be experts in differentiation as evident through teacher and student collaboration in selecting personalized World Class Outcomes from multiple disciplines, including one or more 21st century skills in stage 1, teacher and student created/selected assessments/tasks from BAS in stage 2, and differentiated learning opportunities in stage 3.
E: DOS ensures all principals are experts in differentiation as evident through teacher and student collaboration in selecting personalized World Class Outcomes from multiple disciplines, including one or more 21st century skills in stage 1, teacher and student created/selected assessments/tasks from BAS in stage 2, and differentiated learning opportunities in stage 3.
PE: DOS is developing capacity in all principals to become experts in differentiation as evident through teacher and student collaboration in selecting personalized World Class Outcomes from multiple disciplines, including one or more 21st century skills in stage 1, teacher and student created/selected assessments/tasks from BAS in stage 2, and differentiated learning opportunities in stage 3.
I: DOS prescribes that all principals become experts in differentiation as evident through teacher and student collaboration in selecting personalized World Class Outcomes from multiple disciplines, including one or more 21st century skills in stage 1, teacher and student created/selected assessments/tasks from BAS in stage 2, and differentiated learning opportunities in stage 3.
1.3 DOS inspires all principals to be experts in the Balanced Assessment System.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: DOS collaborates with and empowers principals to be experts in the creation and/or selection of authentic formative, interim and summative assessments to measure performance of all students toward mastery of World Class Outcomes.
E: DOS ensures all principals are experts in the creation and/or selection of authentic formative, interim and summative assessments to measure performance of all students toward mastery of World Class Outcomes.
PE: DOS is developing capacity in all principals to become experts in the creation and/or selection of authentic formative, interim and summative assessments to measure performance of all students toward mastery of World Class Outcomes.

I: DOS prescribes that all principals use a balanced assessment system.

1.4 DOS inspires principals to become experts in World Class learning opportunities that require students to use higher order thinking skills (stage 3).
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: DOS collaborates with and empowers principals to be experts in World Class learning opportunities as evident through teacher and student collaboration in creating and/or selecting learning opportunities that require students to analyze, evaluate, and create with new learning/ideas and skills.
E: DOS ensures all principals are experts in World Class learning opportunities as evident through teacher and student collaboration in creating and/or selecting learning opportunities that require students to analyze, evaluate, and create with new learning/ideas and skills.
PE: DOS is developing capacity in all principals to become experts in World Class learning opportunities as evident through teacher and student collaboration in creating and/or selecting learning opportunities that require students to analyze, evaluate, and create with new learning/ideas and skills.
I: DOS prescribes that all principals become experts in World Class learning opportunities as evident through teacher and student collaboration in creating and/or selecting learning opportunities that require students to analyze, evaluate, and create with new learning/ideas and skills.

1.5 DOS inspires all principals to take learner-centered risks.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: DOS collaborates with and empowers principals to innovate by taking educated, learner-focused risks to improve teaching and learning aligned to World Class Education.
E: DOS ensures that all principals innovate by taking educated, learner-focused risks to improve teaching and learning aligned to World Class Education.
PE: DOS is developing capacity in all principals to innovate by taking educated, learner-focused risks to improve teaching and learning aligned to World Class Education.
I: DOS prescribes that all principals innovate by taking educated, learner-focused risks to improve teaching and learning aligned to World Class Education.

1.6 DOS is a World Class teacher.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: DOS teaches World Class professional development that models highly effective CITE standards 1-3.
E: DOS facilitates World Class professional development that models highly effective CITE standards 1-3.
PE: DOS creates the conditions where staff receives World Class professional development that models highly effective CITE standards 1-3.
I: World Class professional development that models highly effective CITE standards 1-3 does not occur.

Standard 2 – EVALUATION: Director of Schools (DOS) coaches each principal utilizing the evaluation process.

2.1 DOS evaluates principals with fidelity.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: DOS demonstrates expert understanding of each standard and element of the evaluation tool and consistently applies that understanding/expectation to the performance of each principal.
E: DOS holds all principals to World Class performance standards as measured through the evaluation process.
PE: DOS evaluates principals' performance using the evaluation tool(s).
I: DOS inconsistently interprets and/or applies the standards of performance among principals.

2.2 DOS uses a body of evidence to evaluate principals.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: DOS collaborates with principals to gather, analyze, and interpret quantitative and qualitative data from multiple sources (including, but not limited to informal, regular school/classroom walk-throughs, instructional rounds, and formal observations of the principal) -- systemically collected throughout the year -- to identify themes found in their comprehensive evaluation of principal performance against the LEAD standards and

elements.

E: DOS gathers, analyzes, and interprets quantitative and qualitative data from multiple sources and weighs it in conjunction with evidence supplied by the principal to make a comprehensive analysis of performance.

PE: DOS uses a few data points (informal, classroom walk-throughs, and/or formal school observations) or data supplied by the principal to make an analysis of performance.

I: DOS evaluates staff using limited data.

2.3 DOS differentiates principal coaching.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOS collaborates with each principal to provide feedback (monitor and review) and create a personalized professional development plan aligned to the following: the individual principal's goals based on a body of evidence, the school's vision and continuous improvement plans, the district's strategic plan, and all induction requirements for new principals.

E: DOS coaches principals by collaboratively creating a professional development plan that is aligned to the individual principal's goals based on a body of evidence, the school's vision and continuous improvement plans, the district's strategic plan, and all induction requirements for new principals.

PE: DOS works with each principal to create a professional development plan.

I: DOS supports principals with resources for improvement if necessary.

2.4 DOS empowers all principals to lead.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOS collaborates with and empowers principals to identify needed improvement(s) and/or innovations and assume a leadership role within the building and throughout the district to facilitate positive change.

E: DOS creates opportunities for principals to identify needed improvement(s) and/or innovations and assume a leadership role within the building and/or throughout the district to facilitate positive change.

PE: DOS supports principals who identify needed improvement(s) and/or innovations and assume a leadership role within the building and/or throughout the district to facilitate positive change.

I: Few principals take on leadership possibilities (improvements and innovations) within the building or throughout the district.

2.5 DOS protects the professional dignity of all principals by exercising confidentiality and discretion throughout the evaluation process.

④ Always ① Not always

2.6 DOS holds all principals accountable for professional and ethical conduct (including abiding by laws, district policies and procedures).

④ Always ① Not always

Standard 3 – OPERATIONAL LEADERSHIP: Director of Schools (DOS) is a World Class operational leader.

3.1 DOS inspires principals to create and maintain environments that are safe.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOS collaborates with and empowers principals to maintain physically and emotionally safe, well maintained, and student-centered environments in all schools. DOS exceeds all district safety protocols and proactively provides important input/feedback to district security team and/or district safety committee.

E: DOS ensures that principals maintain physically and emotionally safe, well maintained, and student-centered environments in all schools. DOS meets all district safety protocols and provides important input and feedback to district security team and district safety committee.

PE: DOS is working with all principals to maintain physically and emotionally safe, well maintained, and student-centered environments in all schools. DOS follows district safety protocols and provides feedback to district security personnel as required.

I: DOS prescribes that principals maintain physically and emotionally safe, well maintained, and student-centered environments in all schools. And/or, not all schools are physically and/or emotionally safe.

3.2 DOS recruits, hires, and retains World Class principals.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOS demonstrates commitment to a World Class team by proactively hiring quality candidates, managing low performers, and retaining highly effective principals.

E: DOS works to hire quality candidates, manages low performers, and works to retain highly effective principals.

PE: DOS takes an active role in the hiring process of high quality principals and works with low performers.

I: DOS uses the available systems to post, interview, and select principals.

3.3 DOS inspires principals to create and maintain a student-centered, school-based-budget.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOS collaborates with and empowers principals to develop a school-based-budget, that involves all stakeholder groups, aligns student-centered priorities to school and district goals, and demonstrates innovative approaches to maximize resources, taking ownership for implementation and ongoing monitoring.

E: DOS ensures that principals develop a school-based-budget that involves all stakeholder groups, aligns student-centered priorities to school and district goals, and demonstrates innovative approaches to maximize resources, taking ownership for implementation and ongoing monitoring.

PE: DOS is developing capacity in all principals to develop a school-based-budget, that involves all stakeholder groups, aligns student-centered priorities to school and district goals, and demonstrates innovative approaches to maximize resources, taking ownership for implementation and ongoing monitoring.

I: DOS prescribes that principals develop a school-based-budget, that involves all stakeholder groups, aligns student-centered priorities to school and district goals, and demonstrates innovative approaches to maximize resources, taking ownership for implementation and ongoing monitoring.

3.4 DOS models and inspires principals to create systems for public relations.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOS collaborates with and empowers principals to proactively provide information, updates, and progress regarding all improvement plans and school goals to all stakeholders using a variety of formats. DOS creates multiple avenues for input and feedback from all stakeholder groups.

E: DOS ensures that principals proactively provide information, updates, and progress regarding all improvement plans and school goals to all stakeholders using a variety of formats.   DOS creates avenues for input and feedback from stakeholder groups.

PE: DOS is developing capacity in all principals to proactively provide information, updates, and progress regarding all improvement plans and school goals to all stakeholders using a variety of formats. Feedback to DOS from stakeholder groups is received through normal channels.

I: DOS prescribes that principals proactively provide information, updates, and progress regarding all improvement plans and school goals to all stakeholders using a variety of formats. DOS communicates with stakeholders as required.

3.5 DOS models and inspires principals to be experts in restorative practices.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOS collaborates with and empowers principals to develop and implement a restorative school community. DOS models positive opportunities for principals to restore relationships when they have been harmed.

E: DOS ensures principals develop and implement a restorative school community. DOS models positive opportunities for principals to restore relationships when they have been harmed.

PE: DOS is developing capacity in all principals to develop and implement a restorative school community. DOS facilitates conflict resolution among various stakeholders as needed.

I: DOS prescribes that principals will develop and implement a restorative school community.

3.6 DOS supports and inspires principals to engage all stakeholders to understand and experience the unique qualities of their school.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOS collaborates with and empowers principals to proactively engage all stakeholders to understand the

unique qualities of their school by creating/using multiple systems/opportunities to communicate with, and inform all stakeholders about their school's teaching/learning beliefs and values, instructional practices, culture and climate, unique programs, schedules, and other relevant information in a format(s) that is clear, concise, and easily understood/accessible.

E: DOS ensures that principals proactively engage all stakeholders to understand the unique qualities of their school by creating/using multiple systems/opportunities to communicate with, and inform all stakeholders about their school's teaching/learning beliefs and values, instructional practices, culture and climate, unique programs, schedules, and other relevant information in a format(s) that is clear, concise, and easily understood/accessible.

PE: DOS is developing capacity in all principals to proactively engage all stakeholders to understand the unique qualities of their school by creating/using multiple systems/opportunities to communicate with, and inform all stakeholders about their school's teaching/learning beliefs and values, instructional practices, culture and climate, unique programs, schedules, and other relevant information in a format(s) that is clear, concise, and easily understood/accessible.

I: DOS prescribes that principals proactively engage all stakeholders to understand the unique qualities of their school by creating/using multiple systems/opportunities to communicate with, and inform all stakeholders about their school's teaching/learning beliefs and values, instructional practices, culture and climate, unique programs, schedules, and other relevant information in a format(s) that is clear, concise, and easily understood/accessible.

Standard 4 – LEADING CONTINUOUS IMPROVEMENT: Director of Schools (DOS) leads change through systems thinking for continuous improvement.

4.1 DOS leads strategic, continuous improvement.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOS leads strategic, continuous improvement through development and implementation of district vision, mission, goals, and strategic plan using a systems thinking approach. DOS models systemic (or systems thinking – Peter Senge) leadership by using a large body of strategies, tools, and principles all oriented to looking at the interrelatedness of forces, and seeing them as part of a common process – by understanding and leveraging system dynamics to achieve district goals.

E: DOS facilitates the strategic, continuous improvement through development and implementation of a district vision, mission, goals, and strategies while modeling a systems thinking approach. DOS models systemic (or systems thinking – Peter Senge) leadership by aligning all work in the district.

PE: DOS participates in the evaluation of district data to ensure or refine World Class improvement strategies as part of each school's improvement efforts.

I: DOS works in isolation to determine improvement strategies.

4.2 DOS inspires stakeholders to create desired states for their schools.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOS collaborates with and empowers stakeholders (schools, departments, the community) to proactively synthesize current research and literature regarding world class education that facilitates a world class, constructivist opportunity for all schools to innovate and create a desired state – reevaluating and updating on a continuous basis.

E: DOS ensures that stakeholders (schools, departments, the community) proactively synthesize current research and literature regarding world class education that facilitates a world class, constructivist opportunity for all schools to innovate and create a desired state – reevaluating and updating on a continuous basis.

PE: DOS is developing capacity in all stakeholders (schools, departments, the community) to proactively synthesize current research and literature regarding world class education that facilitates a world class, constructivist opportunity for all schools to innovate and create a desired state – reevaluating and updating on a continuous basis.

I: DOS prescribes that stakeholders (schools, departments, the community) proactively synthesize current research and literature regarding world class education that facilitates a world class, constructivist opportunity for all schools to innovate and create a desired state – reevaluating and updating on a continuous basis.

4.3 DOS inspires stakeholders to systemically evaluate current state against desired state.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: DOS collaborates with and empowers stakeholders (schools, departments, the community) to evaluate current state against desired state, "confronts the brutal facts" (Collins) about their school, facilitates opportunities for stakeholders to identify root causes of "gaps" between the two, and maps the interrelatedness of forces impacting those root causes.
E: DOS ensures that stakeholders (schools, departments, the community) evaluate current state against desired state, "confronts the brutal facts" (Collins) about their school, facilitates opportunities for stakeholders to identify root causes of "gaps" between the two, and maps the interrelatedness of forces impacting those root causes.
PE: DOS is developing capacity in all stakeholders (schools, departments, the community) to evaluate current state against desired state, "confronts the brutal facts" (Collins) about their school, facilitates opportunities for stakeholders to identify root causes of "gaps" between the two, and maps the interrelatedness of forces impacting those root causes.
I: DOS prescribes that stakeholders (schools, departments, the community) evaluate current state against desired state, "confronts the brutal facts" (Collins) about their school, facilitates opportunities for stakeholders to identify root causes of "gaps" between the two, and maps the interrelatedness of forces impacting those root causes.
4.4 DOS inspires stakeholders to create a plan for innovation/change that employs high-leverage actions/strategies.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: DOS collaborates with and empowers stakeholders (schools, departments, the community) to identify and employ innovative strategies in their plan for change that leverage system dynamics – strategies that address the root causes of "gaps" between current and desired state and employ an understanding of the relatedness of forces.
E: DOS ensures stakeholders (schools, departments, the community) identify and employ innovative strategies in their plan for change that leverage system dynamics – strategies that address the root causes of "gaps" between current and desired state and employ an understanding of the relatedness of forces.
PE: DOS is developing capacity in all stakeholders (schools, departments, the community) to identify and employ innovative strategies in their plan for change that leverage system dynamics – strategies that address the root causes of "gaps" between current and desired state and employ an understanding of the relatedness of forces.
I: DOS prescribes that stakeholders (schools, departments, the community) identify and employ innovative strategies in their plan for change that leverage system dynamics – strategies that address the root causes of "gaps" between current and desired state and employ an understanding of the relatedness of forces.
4.5 DOS inspires stakeholders to lead implementation of their plan for change.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: DOS collaborates with and empowers stakeholders (schools, departments, the community) to implement innovative, high-leverage strategies for plan according to the timeline established, reflects on implementation, and makes changes as necessary.
E: DOS ensures that stakeholders (schools, departments, the community) implement innovative, high-leverage strategies for plan according to the timeline established, reflects on implementation, and makes changes as necessary.
PE: DOS is developing capacity in all stakeholders (schools, departments, the community) to implement innovative, high-leverage strategies for plan according to the timeline established, reflects on implementation, and makes changes as necessary.
I: DOS prescribes that stakeholders (schools, departments, the community) implement innovative, high-leverage strategies for plan according to the timeline established, reflects on implementation, and makes changes as necessary.

4.6 DOS inspires stakeholders to use multiple data points to assess impact of professional development throughout school.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOS collaborates with and empowers stakeholders (schools, departments, the community) to employ feedback mechanisms for professional development, including assessment of the professional development against CITE standards 1-3 and the actual implementation of that professional development throughout the district, for quality assurance and return on investment (ROI) analysis.

E: DOS ensures that stakeholders (schools, departments, the community) employ feedback mechanisms for professional development, including assessment of the professional development against CITE standards 1-3 and the actual implementation of that professional development throughout the district, for quality assurance and return on investment (ROI) analysis.

PE: DOS is developing capacity in all stakeholders (schools, departments, the community) to employ feedback mechanisms for professional development, including assessment of the professional development against CITE standards 1-3 and the actual implementation of that professional development throughout the district, for quality assurance and return on investment (ROI) analysis.

I: DOS prescribes that stakeholders (schools, departments, the community) employ feedback mechanisms for professional development, including assessment of the professional development against CITE standards 1-3 and the actual implementation of that professional development throughout the district, for quality assurance and return on investment (ROI) analysis.

Standard 5 – PROFESSIONALISM: Director of Schools (DOS) models professionalism.

5.1 DOS stays current in literature, research, and trends impacting World Class Education.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOS is well-grounded in current literature and research and uses that expertise to ensure that all school goals/strategies are focused on what is best for students in the 21st century. DOS synthesizes knowledge to evaluate current school systems/approaches/practices and works with stakeholders to educate and implement innovative changes and/or new ideas.

E: DOS remains up-to-date in current literature and research and uses that expertise to ensure that all school goals/strategies are focused on what is best for students in the 21st century. DOS shares knowledge within buildings and works with stakeholders to implement changes and/or improvements.

PE: DOS periodically reviews current literature and research and applies learned concepts to school improvement practices.

I: DOS tries to stay informed of current literature and best practices.

5.2 DOS creates and implements personal professional growth plan.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOS collaborates with direct supervisor(s) to create a personal professional growth plan. The plan is based on prioritized (according to the learning progression) needs identified in: LEAD evaluation, survey data, Professional Pathways goals, and school and district goals/priorities that are aligned to the district strategic plan. DOS measures impact of all professional development in practice and reflects on growth/progress.

E: DOS creates a personal professional growth plan based on needs identified in LEAD, survey data, and school and district initiatives that are aligned to the district strategic plan – specifically, the DCSD learning progression.

PE: DOS creates a personal professional growth plan aimed at acquiring new skills that is related to LEAD, survey data, and school and district initiatives that are aligned to the district strategic plan – specifically, the DCSD learning progression.

I: DOS creates a personal professional growth plan unrelated to LEAD, survey data, and/or school and district initiatives.

5.3 DOS models professional relationships with all staff.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOS differentiates instructional and operational leadership based on individual needs and knowledge of each staff member. DOS has strong interpersonal skills, situational awareness, and remains professional in all interactions and communications.
E: DOS differentiates interactions and establishes/maintains professional relationships with staff.
PE: DOS remains professional with staff.
I: DOS does not interact professionally with staff on a consistent basis.

5.4 DOS models professional relationships with all stakeholders.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOS differentiates instructional and operational leadership based on individual needs and knowledge of each stakeholder. DOS has strong interpersonal skills, situational awareness, is an ambassador for the district, and remains professional in all interactions and communications.
E: DOS differentiates interactions and establishes/maintains professional relationships with stakeholders.
PE: DOS remains professional with stakeholders.
I: DOS does not interact professionally with stakeholders on a consistent basis.

5.5 DOS takes responsibility for all decisions affecting their school.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOS seeks to understand, anticipates stakeholder needs, works to resolve all concerns in advance by bringing them to a win-win solution, communicates all decisions, and stands by all decisions to students, staff, and the school community.
E: DOS makes decisions based on situational demands, works to find win-win solutions, communicates all decisions, and stands by all decisions to students, staff, and the school community.
PE: DOS facilitates decision making, determines the best course of action and/or next steps.
I: DOS responds and/or reacts to situations and makes decisions by determining the best course of action and/or next steps.

5.6 DOS models the highest level of personal and professional integrity.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

Always: DOS consistently exhibits through language, message, actions, methods, expectations, and outcomes the highest levels of personal and professional integrity in all matters pertaining to school and district.

5.7 DOS demonstrates professional and ethical conduct including following all laws and district policies and procedures.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOS leads and models professional behavior throughout the district and community.
E: DOS demonstrates professional behavior in meeting all expectations, both legal and district.
PE: DOS is compliant with legal and district expectations.
I: DOS does not meet legal and district expectations.