

# Orange Director Evaluation for Professional Learning Observation Instrument



## Domain 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and set of core values of high-quality education and academic success for, and well-being of, each student.

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| 4- The director consistently plans, implements and supports actions that develop, advocate and enact a shared mission, vision, and set of core values of high quality education for each student's success. Shared ownership by staff and students leads to significant improvements in or sustained excellence of the educational environment. | 3- The director plans, implements and supports actions that develop, advocate and enact a shared mission, vision, and set of core values of high quality education for each student's success resulting in a positive impact on the educational environment. | 2- The director is inconsistent in planning, implementing and supporting actions associated with mission, vision and core values or these actions have limited or no positive impact on the educational environment. | 1- The director's actions or attitude regarding the development and enactment of mission, vision, and core values have a negative impact on the educational environment. |
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## Critical Attributes

- Collaborate to develop an educational mission for the district to promote the academic success and well-being of each student.
- Using relevant data, develop and promote a vision for the district on the successful learning and development of each child.
- Articulate, advocate, and cultivate core values that define the district's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- Strategically develop, implement, and evaluate actions to achieve the vision for the district.
- Review the district's mission and vision and adjust them to changing expectations and opportunities for the district, and changing needs and situations of students.

10%

## Domain 2. Curriculum, Instruction, and Assessment

Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

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| 4- The director consistently plans, implements and supports actions that develop and support rigorous, coherent systems of curriculum, instruction, and assessment for each department. Shared ownership by department members leads to significant improvements in or sustained high levels of student success. | 3- The director plans, implements and supports actions that develop and support rigorous, coherent systems of curriculum, instruction, and assessment for each department resulting in a positive impact on student success. | 2- The director is inconsistent in planning, implementing and supporting actions that develop and support rigorous, coherent systems of curriculum, instruction, and assessment or these actions have limited or no positive impact on student success. | 1- The director's actions or attitudes regarding the development and support of systems of curriculum, instruction and assessment have a negative impact on student success. |
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### Critical Attributes

- Implement coherent systems of curriculum, instruction, and assessment that embody high expectations for student learning, align with academic standards, and are culturally responsive.
- Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success.
- Ensure instructional practice that is intellectually challenging, authentic to student experiences, and is differentiated and personalized.
- Promote the effective use of technology in the service of teaching and learning.
- Employ valid, developmentally appropriate assessments and use the assessment data to monitor student progress and improve instruction

30%

### Domain 3. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of district personnel to promote each student's academic success and well-being.

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| <p>4- The director consistently plans, implements and supports actions to develop the professional capacity and practice of supervisors, coaches, and teachers to promote each student's success. Shared ownership by staff leads to significant improvements in or sustained high levels of staff performance.</p> | <p>3- The director plans, implements and supports actions that develop the professional capacity and practice of supervisors, coaches, and teachers to promote the success of each student resulting in a positive impact on staff performance.</p> | <p>2- The director is inconsistent in planning, implementing and supporting actions that develop the professional capacity and practice of supervisors, coaches, and teachers or these actions have limited or no positive impact on staff performance.</p> | <p>1- The director's actions or attitudes regarding the development of the professional capacity and practice of supervisors, coaches, and teachers have a negative impact on staff performance.</p> |
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### Critical Attributes

- Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- Develop teachers', supervisors', and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth.
- Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers', supervisors' and staff members' knowledge, skills and practice.
- Develop the capacity, opportunities, and support for teacher and supervisor leadership and leadership from other members of the school community.
- Develop workplace conditions for teachers, supervisors, and other professional staff that promote effective professional collaboration, development, practice, and student learning.
- Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance

10%

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Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

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| 4- The director consistently plans, implements and supports actions that promote equity of educational opportunity and cultural responsiveness for each student. Shared ownership by staff and students leads to significant improvements or sustained high levels of equity and responsiveness in the educational environment. | 3- The director plans, implements and supports actions that promote equity of educational opportunity and cultural responsiveness for each student resulting in a positive impact on equity and responsiveness. | 2- The director is inconsistent in planning, implementing and supporting actions that promote equity of educational opportunity and cultural responsiveness for students or these actions have limited or no positive impact on equity and responsiveness. | 1- The director's actions or attitudes regarding equity of educational opportunity and a culturally responsive climate for students have a negative impact on equity and responsiveness. |
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### Critical Attributes

- Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

10%

### Domain 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive district that promotes the academic success and well-being of each student.

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| <p>4- The director consistently plans, implements and supports actions that cultivate an inclusive, caring, and supportive school community for each student.<br/>Shared ownership by staff and students leads to significant improvements in or sustained excellence in the care and support of the district.</p> | <p>3- The director plans, implements and supports actions that cultivate an inclusive, caring, and supportive school community for each student resulting in a positive impact on the care and support of the district.</p> | <p>2- The district is inconsistent in planning, implementing and supporting actions that cultivate an inclusive, caring, and supportive school community for each student or these actions have limited or no positive impact on the care and support of the district.</p> | <p>1- The director's actions or attitudes regarding the cultivation of a community of care and support for students have a negative impact on the district.</p> |
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### Critical Attributes

- Build and maintain a safe, caring, and healthy district environment.
- Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- Cultivate and reinforce student engagement in the district..
- Infuse the district's learning environment with the cultures and languages of the district's community.

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### Domain 6. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

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| 4- The director consistently plans, implements and supports actions that engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's success.<br>Shared ownership by staff and students leads to significant improvements or sustained excellence in community engagement. | 3- The director plans, implements and supports actions that engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's success resulting in a positive effect on community engagement. | 2- The director is inconsistent in planning, implementing and supporting actions that engage families and the community in meaningful, reciprocal, and mutually beneficial ways or these actions have limited or no positive impact on community engagement. | 1- The director's actions or attitudes regarding engagement of families and community have a negative impact on community engagement. |
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### Critical Attributes

- Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- Engage in regular and open two-way communication with families and the community about the district, students, needs, problems, and accomplishments.
- Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and district improvement.
- Develop and provide the district as a resource for families and the community.
- Advocate publicly for the needs and priorities of students, families, and the community.

10%

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## Domain 7. Operations and Management.

Effective educational leaders manage district operations and resources to promote each student's academic success and well-being.

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| 4- The director consistently manages district operations and resources to promote each student's success. Shared ownership by staff and students leads to a school that runs smoothly and efficiently. | 3- The director manages district operations and resources to promote each student's success resulting in a positive impact on how the district is run. | 2- The district is inconsistent in managing school operations and resources or these actions have limited or no positive impact on how the district is run. | 1- The district's management of school operations and resources negatively impacts how the district is run. |
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## Critical Attributes

- Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the district.
- Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- Are responsible, ethical, and accountable stewards of the district's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- Employ technology to improve the quality and efficiency of operations and management.
- Develop and maintain data and communication systems to deliver actionable information for classroom, school, and district improvement.
- Know, comply with, and help the community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- Develop and manage relationships with feeder and connecting schools for curricular and instructional articulation.
- Develop and manage productive relationships with the schools, other central office departments, and the school board.

20%