



		<i>Description</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>	
<p>Lead Instructional Excellence Key Practice 1</p> <p>Deans personally master and model all aspects of the Classroom Framework of Instructional Practice.</p>	Master and Model	The Dean demonstrates mastery of and is able to guide staff through effective modeling of the practices of the Classroom Framework of Instructional Practice.	<ul style="list-style-type: none"> Is unable to articulate the four competencies and the key indicators of the Classroom Framework. Does not model the practices of the Classroom Framework. Demonstrates an understanding or models practices of the Classroom Framework rubric at an Ineffective level. 	<ul style="list-style-type: none"> Articulates the four competencies and the key indicators of the Classroom Framework. Demonstrates an understanding and models the Classroom Framework competencies at a developing level. 	<ul style="list-style-type: none"> Consistently demonstrates an understanding and models the Classroom Framework competencies at an effective level. 	<ul style="list-style-type: none"> Supports and contributes to the understanding and effective implementation of the Classroom Framework in others throughout the building. Develops the capacity of others across the NHA network to implement the Classroom Framework competencies. 	
	<p>Lead Instructional Excellence Key Practice 2</p> <p>Deans build relationships with and among teachers and invest in the professional success of all staff members.</p>	Team Culture	The Dean establishes and maintains a culture of high care balanced with high expectations.	<ul style="list-style-type: none"> Social norms are vague and/or not clearly communicated and/or are disconnected from Moral Focus virtues. Team goals remain undefined and/or are unaligned to identified team needs. Takes a “hands off” approach to leadership. 	<ul style="list-style-type: none"> Establishes and reinforces expectations, roles, norms, and responsibilities for effective working teams. Develops high expectations based on Moral Focus virtues. Identifies team goals to promote growth of the group. 	<ul style="list-style-type: none"> Fosters positive interpersonal relationships among staff by maintaining open and effective lines of communication. Establishes and maintains a culture of high moral expectations. Develops team goals to promote positive growth of the team amongst all members. 	<ul style="list-style-type: none"> Empowers staff in problem solving, conflict resolution, and consensus building. Empowers staff to monitor and adjust practice to successfully meet team goals. Empowers staff to monitor and adjust practice to meet high moral expectations.
		Staff Leadership	The Dean advances leadership capacity by effectively identifying and developing staff.	<ul style="list-style-type: none"> Potential leaders are unidentified. Qualities of leaders are undeveloped. 	<ul style="list-style-type: none"> Identifies strengths and interests of potential leaders. 	<ul style="list-style-type: none"> Builds on staff’s skills and interests to advance leadership capacity. Shares leadership responsibilities with staff. 	<ul style="list-style-type: none"> Matches staff to leadership responsibilities and coaches staff to develop and hone leadership skills.
		Relational Leader	The Dean builds relationships with and among staff that promotes a positive and proactive environment built on trust.	<ul style="list-style-type: none"> Inconsistently responds to situations and others. Shows favoritism. Demonstrates a “command and control” leadership style. Neglects to appreciate or recognize others. 	<ul style="list-style-type: none"> Fosters relationships through the sharing of appropriate personal information. Builds trust through consistency. Proactively builds culture. Appreciates, recognizes, and rewards staff. 	<ul style="list-style-type: none"> Develops, fosters, and consistently models an emotional connection by building knowledge of, and responding to personal aspects of individual staff members’ lives. Facilitates and calendarizes school-wide appreciation and recognition. Resolves issues appropriately. 	<ul style="list-style-type: none"> Invests individually in each staff member’s success. Connects all members of the team by facilitating staff in building knowledge of and responding to personal aspects of one another’s lives. Proactively responds to potential obstacles that could negatively impact culture.
		Culture of Feedback	The Dean seeks, values and acts upon feedback.	<ul style="list-style-type: none"> Feedback is not solicited. Struggles to receive feedback as a growth opportunity. Does not personally exhibit a growth mindset or foster a growth mindset in others. 	<ul style="list-style-type: none"> Solicits anonymous feedback from staff. Solicits feedback during each O3. Models a growth mindset. 	<ul style="list-style-type: none"> Solicits feedback from fellow administrative team members. Receives planned and intentional feedback from staff when solicited. Reflects on feedback and adjusts practice. 	<ul style="list-style-type: none"> Fosters open and transparent feedback amongst all members of staff (teachers-dean, dean-teacher, teacher-teacher).



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Lead Instructional Excellence Key Practice 3 Deans coach teachers toward instructional mastery.	Coaching Environment	The Dean establishes a positive environment that supports effective coaching.	<ul style="list-style-type: none"> • Fails to prioritize and make coaching purposeful and intentional. • Frequently dominates the content of the coaching conversation. 	<ul style="list-style-type: none"> • Establishes clear purpose and expectations for coaching. • Listens to teachers and collects information. 	<ul style="list-style-type: none"> • Utilizes O3s to build a strong relationship with direct reports, in order to have open discussions about performance. • Differentiates the amount, frequency, and purpose of observations. • Paraphrases, reiterates, and summarizes the information offered by direct reports. • Collects and analyzes a variety of evidence to inform coaching. 	<ul style="list-style-type: none"> • Asks probing, open-ended questions during coaching conversations to understand accurately, and listens intently to gain full understanding. • Intentionally collaborates with colleagues to hone coaching skills. • Serves as a model in effective teacher development practices across the NHA network.
	Coaching Approach	The Dean applies differentiated coaching methods to ensure staff growth.	<ul style="list-style-type: none"> • Unable to articulate coaching approaches and/or the coaching models. • Coaching practices do not drive on-going staff development. 	<ul style="list-style-type: none"> • Plans coaching conversations in advance. • Asks instructional practice-focused questions. • Provides directive suggestions when appropriate. • Understands the differences between reflective and directive coaching approaches. • Understands reflective and directive coaching models (i.e., GROW model, 5-step cycle). 	<ul style="list-style-type: none"> • Asks planned questions that prompt meaningful conversation and learning. • Identifies and applies situationally appropriate coaching approach (reflective, directive). • Fluently coaches utilizing reflective and directive coaching models selected (i.e., GROW model, 5-step cycle). • Holds direct reports accountable to growth goals. 	<ul style="list-style-type: none"> • Internalizes the coaching process and appropriately adapts and differentiates to staff members' needs. • Differentiates coaching based on direct report's needs. • Seamlessly alternates between directive and reflective coaching during a coaching conversation. • Feedback is seamlessly embedded within coaching.
	Feedback	The Dean provides timely and ongoing feedback to drive positive change in staff practice.	<ul style="list-style-type: none"> • Neglects to or ineffectively plans, crafts, or provides feedback. 	<ul style="list-style-type: none"> • Provides timely affirming and adjusting feedback. • Planned and concisely delivered feedback identifies the action and the direct outcome. 	<ul style="list-style-type: none"> • Gives frequent feedback aligned to goals, expectations, and data and addresses performance issues. • Leverages (monitors, holds accountable, follows up) feedback to drive a change in practice. 	<ul style="list-style-type: none"> • Challenges teachers to utilize the performance expectations as a tool to self-assess their own learning and professional development. • Consistently adjusts personal practice based on teacher performance against expectations.
	Reflection and Goal Setting	The Dean facilitates staff reflection and goal setting, and coaches teachers toward instructional mastery.	<ul style="list-style-type: none"> • Neglects goal-setting portion of coaching, or goals do not drive ongoing staff development. 	<ul style="list-style-type: none"> • Develops measurable and time-based growth goals with each direct report. • Identifies each direct reports' individual needs (i.e., state of mind, personality, learning style). • Uses a targeted goal to plan conversations. 	<ul style="list-style-type: none"> • Facilitates staff's reflection and examination of instruction to improve personal practice. • Empowers staff to actively seek support in personal needs, and drives discussion before and after coaching. • Regularly discusses direct reports' progress toward fulfilling growth goals and revises based on a calendarized process. • Breaks a goal into achievable, scaffolded, learning targets. 	<ul style="list-style-type: none"> • Uses a variety of data to facilitate staff's reflection and examination of instruction to improve personal practice and measures progress towards goals. • Partners with direct reports to individually adapt goals as each direct report grows and develops based on evidence.



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Lead Instructional Excellence Key Practice 4 Deans manage and hold teachers accountable to college readiness through teacher development (e.g., observations, full lesson observations, goal setting, O3s, and coaching).	School Improvement Process	The Dean supports and maintains school wide improvement through ongoing coaching and staff development.	<ul style="list-style-type: none"> Performance expectations are not clearly developed and/ or communicated. Systems and/or procedures are not clearly defined. 	<ul style="list-style-type: none"> Collaborates with the administrative team in establishing school-wide goals founded in a consistent vision. Establishes consistent expectations for instructional practice and college readiness goals that lead to student achievement. 	<ul style="list-style-type: none"> Facilitates and monitors a team-based instructional improvement process aimed at achieving identified goals. Connects performance expectations to school goals/vision by referencing them often. Anticipates staff needs and works proactively to ensure systems are adjusted and resources are obtained to meet those needs. Established systems function interdependently. 	<ul style="list-style-type: none"> Holds each direct report accountable to the expectations for individual contribution toward the attainment of school-wide goals.
	Teacher Development	The Dean manages and holds staff accountable to college readiness.	<ul style="list-style-type: none"> Inconsistently implements the common NHA practices of teacher development. Miscommunicates or fails to communicate expectations. Neglects to document evidence in a timely manner. 	<ul style="list-style-type: none"> Procedurally implements all common NHA practices of teacher development within specified time frames. Documents specific behaviors and actions, based on evidence. 	<ul style="list-style-type: none"> Analyzes all data collected to support teacher growth. Utilizes data collected to drive professional development decisions and provide targeted support. 	<ul style="list-style-type: none"> Supports administrative team with communication, organization and planning, and works to develop the team further. Supports and contributes to the development of peers across NHA.
Lead Instructional Excellence Key Practice 5 Deans routinely analyze student, class, and wing data to drive instruction, student growth, and professional development to ensure all student needs are met.	Drive Instruction and Student Growth	The Dean routinely analyzes student, class, and wing data to drive instruction and student growth to ensure that all student needs are met.	<ul style="list-style-type: none"> Misinterprets data. Identifies goals not supported by the data. Provides inconsistent monitoring and/or support of staff data analysis. Communication regarding student progress is minimal and/or ineffective. 	<ul style="list-style-type: none"> Inconsistently analyzes data. Identifies goal areas that promote high levels of achievement. Facilitates staff's use of assessment data to design and adapt instruction. Monitors and supports staff adjustments to practice based on subsets of student needs. Communicates student progress to stakeholders. 	<ul style="list-style-type: none"> Demonstrates ongoing data analysis. Monitors progress toward established goals. Supports staff in a structured, ongoing cycle of data collection and analysis of progress toward established goals. Leads staff's use of assessment data to continually design and adapt instruction. Monitors, supports and holds staff accountable to adjustments in practice based on all student needs. 	<ul style="list-style-type: none"> Designs a systematic approach to collect and analyze multiple points of data on student progress toward attaining established goals. Ensures staff synthesizes multiple sources of data to make informed decisions.
	Professional Development	The Dean ensures that staff professional development is ongoing and is based on relevant data.	<ul style="list-style-type: none"> Neglects to plan, deliver and/or monitor staff development. Makes professional development decisions independent of data. 	<ul style="list-style-type: none"> Gathers and analyzes data to inform professional development aligned with the school improvement process. 	<ul style="list-style-type: none"> Provides ongoing learning opportunities that facilitate staff learning in how to collect, analyze, interpret, and use data to impact student achievement. Develops a cohesive year-long professional development plan driven by staff and student data (academic and behavioral). 	<ul style="list-style-type: none"> Monitors the effectiveness of the professional development plan using data to determine if professional development activities meet the intended objectives. Differentiates and adjusts professional development offerings based on staff and student data (academic and behavioral).
Lead Instructional Excellence Key Practice 6 Deans promote, model, and reinforce all NHA and school procedures (e.g. SBS, BWC, and Moral Focus).	NHA and School Systems and Procedures	The Dean understands, supports, and sustains the implementation of systems and procedures.	<ul style="list-style-type: none"> Unable to articulate essential NHA and/or school systems. Disregards NHA and/or school systems. Undermines NHA and/or school procedures through decisions, words, and/or actions. 	<ul style="list-style-type: none"> Identifies and articulates NHA and school system and procedure expectations. Positively promotes and advocates for implementation of NHA and school systems and procedures to stakeholders. Collaborates with the administrative team to develop school systems and procedures, as supported by research, data, and best practices. 	<ul style="list-style-type: none"> Models NHA and school systems and procedures. Ensures effective implementation of NHA and school systems and procedures by stakeholders. Provides feedback to reinforce positive implementation and holds each team member accountable to NHA and school systems and procedures. 	<ul style="list-style-type: none"> Analyzes and reflects on the implementation of NHA and school systems and procedures for effectiveness. Differentiates implementation of NHA systems and procedures (within the parameters of intent) based on research, data, and best practice. Facilitates a positive implementation of NHA and school systems and procedures across the organization.



Quality of Student Learning				
<i>Indicators</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>
<p>POSITIVE IMPACT ON STUDENT LEARNING: Has a positive impact on student learning. Achieves expected performance in academic proficiency and growth as measured by state tests. Collaboratively analyzes data with staff; understands assessment expectations; and shares assessment results with stakeholders. Achieves expected performance in academic proficiency based on student proficiency in state tests. The number of students meeting or exceeding NWEA growth targets meets school goals.</p>	<ul style="list-style-type: none"> •Does not achieve expected results in academic proficiency and growth as measured by state tests and state accountability status. •Does not achieve expected progress toward student growth goals as measured by assessments of early literacy and numeracy in grades K-2. •Does not know or understand assessment expectations or requirements and fails to analyze and link decision-making with data. 	<ul style="list-style-type: none"> •Makes progress toward student academic proficiency and growth as measured by state tests and state accountability status. •Makes progress toward student growth goals as measured by assessments of early literacy and numeracy in grades K-2. •Shares student assessment results with stakeholders. 	<ul style="list-style-type: none"> •Achieves expected performance in student academic proficiency and/or growth as measured by state tests and state accountability status. •Makes satisfactory progress toward student growth goals as measured by assessments of early literacy and numeracy in grades K-2. •Understands and communicates assessment expectations to stakeholders. •Collaboratively analyzes data with staff and links decision-making with data. •Develops plans with instructional staff to share student assessment results with all stakeholders to improve student learning results. 	<ul style="list-style-type: none"> •Exceeds expected performance in student academic proficiency and growth as measured by state tests and state accountability status. •Exceeds expected progress toward student growth goals as measured by assessments of early literacy and numeracy in grades K-2. • Incorporates multiple sources of student assessment data in collaborative analysis amongst staff that results in increased school improvement. • Shares student assessment results consistently with all stakeholders to improve student learning results.

- Ineffective - Below expected performance level
- Developing - Approaching expected performance level
- Effective - Meets expected performance level
- Exemplary - Model to other staff and shares knowledge



Professional Accountabilities: Dean embodies expectations of professional accountabilities through dependability, core values, communication, and teamwork.				
Indicators	Ineffective	Developing	Effective	Exemplary
<p>DEPENDABILITY Leader can be relied upon to complete duties and responsibilities in a timely manner; consistently shows initiative and a desire to handle crucial duties effectively; maintains an acceptable attendance record; can be counted on when a task needs to be completed immediately.</p>	<ul style="list-style-type: none"> ·Leader has an unacceptable attendance record. ·Leader cannot be counted on by stakeholders or teammates to deliver on job requirements. ·Leader does not exhibit a “sees a need, fills a need” behavior. 	<ul style="list-style-type: none"> ·Leader has an inconsistent attendance record. ·Leader inconsistently follows through on job requirements. ·Leader does not consistently exhibit a “sees a need, fills a need” behavior. 	<ul style="list-style-type: none"> ·Leader has a consistent attendance record. ·Leader fulfills all aspects of their job requirements with limited supervision. ·Leader consistently exhibits a “sees a need, fills a need” behavior. 	<ul style="list-style-type: none"> ·Leader takes initiative by demonstrating a “sees a need, fills a need” behavior. ·Leader positively influences others to exceed their job responsibilities. ·Leader delivers quality work within tight timelines or constraints.
<p>CORE VALUES: Leader demonstrates a commitment to NHA’s core values: 1) Take ownership for the success of our students; 2) Do the right thing always; 3) Behave with care; 4) Make our schools the best choice for parents and students; and 5) Act with discipline to sustain our academic success and financial viability to guide their intentions, actions and character.</p>	<ul style="list-style-type: none"> ·Leader does not make decisions that were founded in NHA’s core values. ·Leader’s behavior and/or words do not align to NHA’s core values 	<ul style="list-style-type: none"> ·Leader’s behavior is at times at odds with NHA’s core values. ·Leader speaks to core values, but actions do not always align to NHA’s core value expectations. 	<ul style="list-style-type: none"> ·Leader consistently makes decisions found in NHA’s core values. ·Leader’s communications and actions reflect a clear understanding and belief of NHA’s core values at all times. 	<ul style="list-style-type: none"> ·Leader serves as a model for how NHA’s core values should be lived out. ·Leader acts as a cheerleader for others to embrace NHA’s core values.
<p>COMMUNICATION Leader communicates clearly and appropriately with staff, parents and leaders; listens well and allows others to share ideas and opinions without interrupting; involves the right people at the right time to address important issues.</p>	<ul style="list-style-type: none"> ·Leader’s communication does not employ the appropriate medium, message, tone, or timing. ·Leader does not communicate information that will impact staff, parents, and leaders. ·Leader does not listen to the point of view of others. 	<ul style="list-style-type: none"> ·Leader attempts at communication do not always employ the appropriate medium, message, tone, or timing. ·Leader does not always communicate information that will impact staff, parents and leaders. ·At times, Leader does not listen well or allow others to share ideas or viewpoints. 	<ul style="list-style-type: none"> ·Leader communicates clearly and appropriately utilizing the appropriate medium, message, tone and timing. ·Leader communicates information to staff, parents, and leaders that impacts them. 	<ul style="list-style-type: none"> ·Leader strategically communicates to ensure clarity and consistency of messaging. ·Leader seeks to develop strong team performance through communication. ·Leader proactively engages all stakeholders.
<p>TEAMWORK Leader works collaboratively to contribute to the overall success of the team; develops a positive workplace culture by treating co-workers with respect and dignity while supporting team decisions even when he/she may not agree.</p>	<ul style="list-style-type: none"> ·Leader exhibits a negative influence in the workplace as reported by stakeholders. ·Leader undermines the effectiveness of others. ·Leader seeks to work in isolation. ·Leader does not positively contribute to the success of the team or school. 	<ul style="list-style-type: none"> ·Leader occasionally supports team members by providing good ideas and work product that contributes to the overall success of the team. ·Leader seeks the input from others in the spirit of growth. ·Leader does not consistently create a positive impact in the workplace 	<ul style="list-style-type: none"> ·Leader holds teammates accountable for team decisions. ·Leader acts in best interest of the team’s overall objectives. ·Leader actively seeks input in the spirit of growth. 	<ul style="list-style-type: none"> ·Leader collaborates with co-workers and leaders to support school-wide improvement. ·Leader provides informal leadership through words, actions, and work product.

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- Exemplary - Model to other staff and shares knowledge