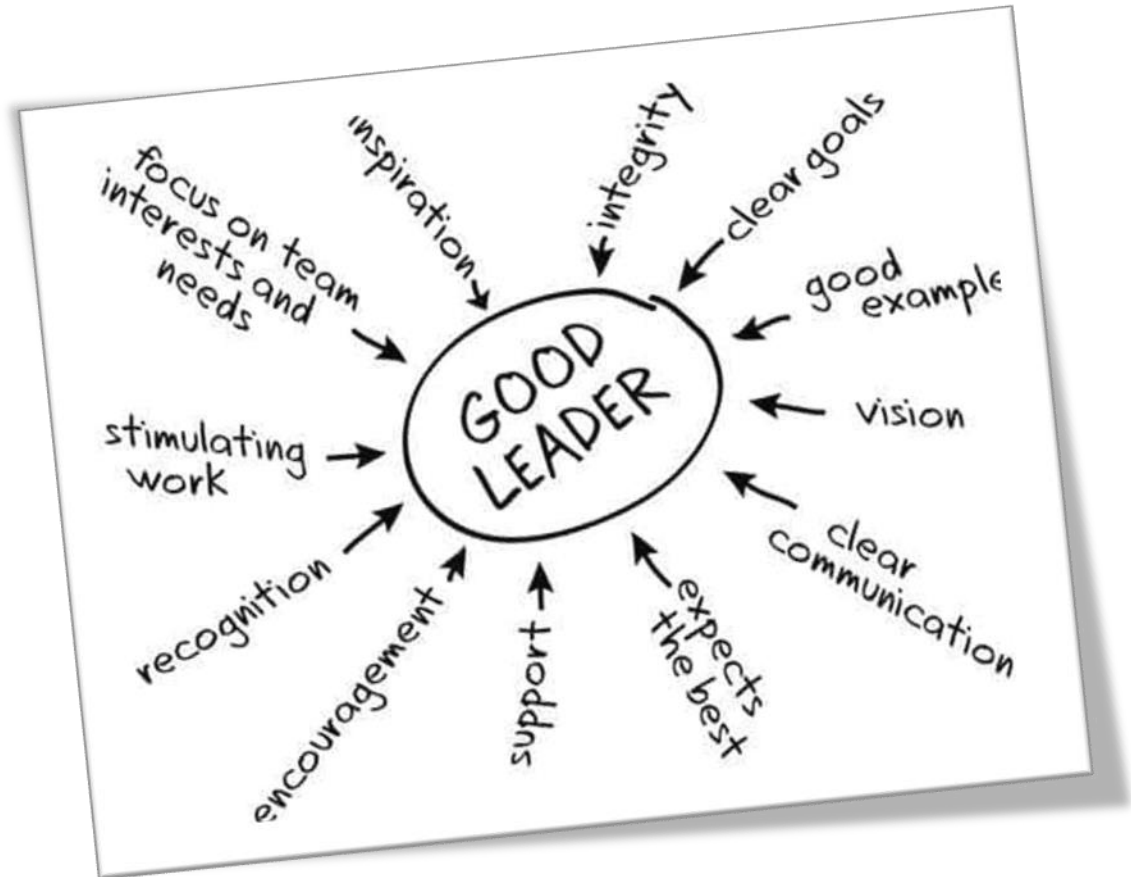


# Paterson Public Schools



## Associate Chief/Executive Director/Director Practice Rubrics

## **Professional Educator Performance Standards**

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**1. Program Delivery (x3)**

- ❖ **Prepare for quality program support using a comprehensive approach.**

**2. Staff Development (x3)**

- ❖ **Develops Staff**

**3. Leadership (x2)**

- ❖ **Establishes and Maintains a Shared Vision of Success**

**4. Effective Management (x1)**

- ❖ **Manages Resources Effectively**

**5. Professional Responsibilities (x1)**

- ❖ **Maintains Positive Relations with District and Community**

# PERFORMANCE STANDARD #1: Program Delivery

*Prepare for quality program support using a comprehensive approach.*

Service and Support		Level of Performance				
<i>Executive Director/ Director should know and be able to:</i>		The Director performing at this level:				<i>Examples of Evidence</i>
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>	
	<b>Demonstrate knowledge of current trends in specialty area and professional development.</b>	The director fails to demonstrate working knowledge of specialty area and is ineffective in providing support services that advance the quality of instruction.	Demonstrates knowledge of specialty area and trends in professional development but is not always skilled in delivery of support services to others.	Demonstrates thorough knowledge of specialty area and knowledgeable about trends in professional development. Promotes improved practice among school professionals in improving the quality of instruction. Remains current in their field so they can serve as resources to colleagues.	Has advanced knowledge, understanding and skill in area of specialty. Recognized for expertise and sought after by colleagues for assistance. Incorporates a wide range of professional development activities to meet the needs of diverse audiences.	<ul style="list-style-type: none"> <li>• Sign-in sheets</li> <li>• Agendas</li> <li>• Presentations</li> <li>• Follow-up reports</li> <li>• Email correspondence</li> <li>• Informational program materials</li> </ul>

	<p><b>Collaboratively develop structures that are aligned with district goals and outcomes.</b></p>	<p>Provides no leadership for the design of program structures that guides schools and/or departments to meet local, state and federal requirements.</p>	<p>Provides leadership for the design of program structures in a siloed and counterintuitive manner. Little guidance and support is available to schools and/or departments to meet local, state and federal requirements.</p>	<p>Provides leadership for the design of program structures that guides schools and/or departments to meet local, state and federal requirements.</p>	<p>Provides leadership for the design of program structures that guides schools and/or departments to meet and exceed local, state and federal requirements. Supports the implementation monitoring and evaluation of programs and structures for continuous improvement.</p>	<ul style="list-style-type: none"> <li>● Sign-in sheets</li> <li>● Agendas</li> <li>● Presentations</li> <li>● Follow-up reports</li> <li>● Email correspondence</li> </ul> <p>Informational program materials</p>
	<p><b>Use a variety of materials, methods, and strategies to remove barriers to success.</b></p>	<p>Provides support that consists of a random collection of unrelated activities lacking coherence or an overall structure. Demonstrates little or no knowledge of the school or district action plans and instructional programs. Delivers one size fits all supports to all teachers, with minimal impact on improving learning for students.</p>	<p>Includes a number of worthwhile activities when supporting educators, but some of them do not fit with the broader goals outlined in building and/or district action plans. Has a basic knowledge of the schools'/school's instructional program, programs and of teacher skill in delivering those</p>	<p>Uses knowledge of research-based interventions to guide the implementation and monitoring of instructional strategies and interventions that meet the individual learning needs of students. Supports educators in monitoring measurable academic interventions. Assists in the design of suggestions that provide access to the curriculum for all students.</p>	<p>Is highly familiar with the school and/or district action plans and works to support educators with the integration of that vision with instruction programs. Seeks information as to the level of teacher skill and effectiveness in implementation of various program components. Is highly coherent in providing support, taking into account the competing demands of making presentations and consulting with educators. Recognizes barriers that prevent advancement of learning within the</p>	<ul style="list-style-type: none"> <li>● Sign-in sheets</li> <li>● Agendas</li> <li>● Presentations</li> <li>● Follow-up reports</li> <li>● Email correspondence</li> </ul> <p>Informational program materials</p>

			programs. Makes suggestions that will provide access to the curriculum for all students.		school and/or district. Works collaboratively with administrators and others to reduce and eliminate these barriers.	
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<b><i>I.</i></b> <b>PERFORMANCE RATING</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>	
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# PERFORMANCE STANDARD 2: STAFF DEVELOPMENT

## *Develops Staff*

Service and Support	Level of Performance				
	The Director performing at this level:				
<i>Executive Director/ Director should know and be able to:</i>	<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>	<i>Examples of Evidence</i>
<p><b>Provide Effective Professional Development</b></p>	<p><b>The staff development opportunities are limited and not aligned to the work of the department.</b> The director designs a program that <b><i>lacks a strong connection</i></b> to the district's goals and improvement plan.</p>	<p>The director creates a staff development program that <b><i>may not be tightly aligned with the district's goals or areas of improvement.</i></b></p>	<p><b>The director provides</b> staff development <b>that is <i>purposeful</i> and <i>supports the district's goals.</i></b> The director takes advantage of <b><i>the staff's strengths</i></b> and also uses varied resources to provide professional development.</p>	<p>Staff development is <b><i>continual</i> and <i>purposeful.</i></b> The director identifies and addresses areas for improvement. Staff development is <b><i>focused and is tied to the department's goals.</i></b> The director takes advantage of <b><i>staff's strengths</i></b> and also uses varied resources to provide professional development. Staff development includes <b><i>significant job-embedded coaching.</i></b></p>	<ul style="list-style-type: none"> <li>• Workshop schedules</li> <li>• PD certificates</li> <li>• Surveys</li> <li>• PD Pro</li> <li>• Evaluations</li> </ul>

<p><b>Develops Leadership</b></p>	<p>The director does not attempt to ensure leadership development and responsibilities are appropriately delegated or shared.</p>	<p>The director attempts to ensure leadership development and responsibilities are appropriately delegated and shared, but does not complete the task or does so partially.</p>	<p>The director ensures leadership development and responsibilities are appropriately delegated and shared.</p>	<p>The director ensures leadership development and responsibilities are appropriately delegated and shared, and monitors the extent which these activities enhance the functioning of the district.</p>	<ul style="list-style-type: none"> <li>• PD schedule</li> <li>• Agendas</li> <li>• Action plan</li> </ul>
	<p><b>Unsatisfactory</b></p>	<p><b>Progressing</b></p>	<p><b>Proficient</b></p>	<p><b>Exemplary</b></p>	<p><b>Examples of Evidence</b></p>
<p><b>Recruit and hires effective staff members</b></p>	<p>Hiring quality people receives <i>low priority</i>. No attempt is made to recruit candidates or anticipate personnel needs.</p>	<p><b>The director ensures</b> the selection process includes an <i>interview</i> and is based on solid criteria. However, the process is <i>not rigorous</i> or is not carried out with fidelity. The director includes staff members in the interview process, but he/she does not make the final recommendation.</p>	<p><b>The director ensures</b> the selection process includes an <i>interview</i> and is designed to get the most qualified candidate. The <i>criteria for selection</i> are clear, objective, and based on the needs of the department or program. The process includes staff members in the interview process and considers their input; however, <i>the final recommendation is made by the director</i>.</p>	<p>The director is <i>proactive</i> in recruiting and hiring staff. The director <i>anticipates</i> human resource needs and encourages quality candidates to apply. The selection process includes an <i>interview</i> and is designed to get the most qualified candidate. The <i>criteria for selection</i> are clear, objective, and based on the needs of the department. The director considers <i>skills, talents, and leadership abilities</i> that are likely to contribute to the success of the department or program. Staff members are included in the interview process and their input is considered. <i>The director makes the final recommendation</i>.</p>	<ul style="list-style-type: none"> <li>• Job postings</li> <li>• Interview materials</li> <li>• Job fair</li> </ul>





		<b>Unsatisfactory</b>	<b>Progressing</b>		<b>Proficient</b>		<b>Exemplary</b>		<b>Examples of Evidence</b>
	<b>Support staff members</b>	The climate in the department is not one in which people want to work. <i>does not do enough to remediate or remove ineffective staff members.</i>	The director fosters a positive climate in which only some people want to work.		The director fosters a positive climate in which people want to work.		The director works purposefully to retain proficient staff members and remove ineffective staff members. The director fosters a positive climate in which people want to work, and works individually with each staff member in order to grow the staff member and improve chances of retention.		
<b>2.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>PERFORMANCE RATING</b>	<b>Unsatisfactory</b>	<b>Progressing I</b>	<b>Progressing II</b>	<b>Proficient I</b>	<b>Proficient II</b>	<b>Proficient III</b>	<b>Exemplary</b>		

# PERFORMANCE STANDARD #3: Leadership

## *Establishes and Maintains a Shared Vision of Success*

Service and Support	Level of Performance The Director performing at this level:				
	<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>	<i>Examples of Evidence</i>
<i>Executive Director/ Director should know and be able to:</i>					
<b>Reinforce District's Mission and Vision</b>	<p>The director fails to establish departmental Core Beliefs or adherence to the Beliefs is perfunctory. The director fails to reinforce the District's Mission and Vision.</p>	<p>With input from staff, the director establishes departmental Core Beliefs; <i>expands understanding of and adherence to</i> Core Beliefs. However, reinforcement of Core Beliefs is not purposeful or regular.</p>	<p>With input from staff, the director establishes departmental Core Beliefs that <i>complement or reinforce</i> the District's <i>Mission and Vision</i>; <i>purposefully and frequently</i> reinforces departmental Core Beliefs; shares examples of staff actions that exemplify the department's Core Beliefs; expands understanding of and adherence to departmental Core Beliefs.</p>	<p>With input from staff, the director establishes departmental Core Beliefs that <i>complement or reinforces</i> the District's Mission and Vision; <i>purposefully and frequently</i> reinforces departmental Core Beliefs in multiple ways and in different venues; conducts exercises or activities to expand understanding of them; shares examples of staff actions that exemplify the department's Core Beliefs.</p>	<ul style="list-style-type: none"> <li>• Sign-in sheets</li> <li>• Agendas</li> <li>• Presentations</li> <li>• Follow-up reports</li> <li>• Email correspondence</li> <li>• Informational program materials</li> </ul>

	<b>Unsatisfactory</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Examples of Evidence</b>
<b>Guide Staff to a shared vision</b>	The director cannot articulate a vision for the department. The director’s plan for the department is not directed toward a picture of success or purposeful end. Discussions around the future of the department are not purposeful and do not lead to the department’s improvement. Staff members <i>do not feel that they have direction</i> to accomplish challenging work.	The director has a vision, but that vision is <i>not translated into meaningful guidance</i> for the department. Discussions around the future of the department are not purposeful and do not lead to the department’s improvement. The department creates Core Beliefs that have meaning for some members of the staff, but the words are largely <i>empty</i> as they do not guide the staff’s actions.	The director has a vision of what the department is about and where it is going. That vision is articulated in a way that <i>provides meaning</i> to staff and community. The director and staff create or validate a <i>Core Beliefs</i> that hold meaning for most members of the department and stakeholders.	The director <i>engages</i> the staff in supporting a shared departmental vision. The vision is articulated in a way that provides meaning to staff and community. The director supports a strategic plan that looks beyond the present horizon and <i>takes steps</i> to secure the long-term success of the department.	<ul style="list-style-type: none"> <li>• Updated Department Core Beliefs</li> <li>• Agendas</li> <li>• Action plans</li> <li>• Email correspondence</li> <li>• Informational program materials</li> </ul>
<b>Establish goals and clarify purpose</b>	Goals are <i>vague</i> or developed as a paperwork drill. The director <i>does not establish measurable indicators</i> of success or indicators that make a difference with regard to quality instruction and student achievement or program implementation. There is a <i>lack of focus and clarity</i> about the work of the department.	The director develops goals that are focused, but may not be measurable. The <i>rationale</i> for some goals may not be clear to everyone on the staff. The director and staff refer to the goals, but the goals <i>do not guide</i> their efforts.	The director develops <i>measurable</i> goals that will improve the department. The director <i>provides focus</i> and clarity to the goals. Staff members understand the goals and <i>use the goals and indicators</i> to guide their efforts.	The director <i>engages</i> the staff in developing measurable goals that will improve the department. The goals are clear and reinforce the department’s vision. The goals provide <i>focus and prioritized actions</i> . The director outlines specific actions and <i>indicators of success</i> . The staff uses the goals and indicators to guide their efforts.	<ul style="list-style-type: none"> <li>• Staff recognition</li> <li>• Follow-up meetings</li> <li>• Meeting agendas</li> <li>• Reports</li> <li>• Program plans</li> </ul>

	<b>Unsatisfactory</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Examples of Evidence</b>
<b>Lead Change</b>	The director is <i>resistant to change</i> , being satisfied with the status quo. The director does not help the staff understand change or new initiatives, assigning the responsibility of change to others. The director is reactive and provides little direction for staff members. The director seems overwhelmed by changes.	The director looks for ways to improve the department and is receptive to new ideas. The director tries to build acceptance to change, but fails to communicate clear rationale or <i>garner support</i> . Change is often implemented without a clear idea of how it will support department or district goals. The director does not prepare the staff to accept new ideas, nor builds acceptance for positive change.	The director continually looks for ways to improve the department. The director is <i>receptive</i> to new ideas and change. The director is a responsible <i>change agent</i> , building acceptance to changes in proper stages. Sound rationale for change is articulated and the change is implemented in ways that minimize resistance and garners support.	The director is not satisfied with the status quo. The director <i>challenges</i> the way things have always been done, seeking more effective ways to accomplish goals and improve the department. The director explains the rationale for change and <i>connects the change</i> to the district's goals, the departments' goals and student achievement. The director <i>effects change</i> in ways that secure staff cooperation and advance the goals of the department.	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Sign-in sheets</li> <li>• Program plan updates/ revisions</li> </ul>

	<b>Unsatisfactory</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Examples of Evidence</b>
<b>Maximize Potential</b>	<p>The director removes most decision-making from the staff. Rules and requirements <i>stifle creativity</i>. <i>Expectations for performance are low</i> and staff members demonstrate little growth in key aspects of their jobs.</p>	<p>The director allows staff some control over their work activities. Staff members have some latitude to accomplish operational objectives. <i>Expectations for performance are low</i> or staff members do not feel challenged.</p>	<p>The director creates an environment in which workers are able to <i>exert influence</i> and have reasonable control over work events. The director provides clear direction and sets <i>parameters</i>, but staff members have wide latitude to accomplish operational objectives. The director provides <i>opportunities for growth</i> and sets expectations to maximize effectiveness.</p>	<p>The director creates an environment in which workers are able to <i>exert influence</i> and have reasonable control over work events. The right people are put in the right places in the organization. <i>Opportunities for growth</i> are provided by the director and <i>expectations</i> set to maximize effectiveness. Staff members challenge themselves, are not afraid to <i>take risks</i>, and take advantage of growth opportunities.</p>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Meeting notes</li> <li>• Evaluations</li> <li>• Emails</li> <li>• Staff generated documents</li> </ul>

<p><b>Inspire Staff</b></p>	<p>The director demonstrates a negative attitude or is <i>pessimistic</i> about the work of the department. The director does not know how to motivate the staff.</p>	<p>The director demonstrates a positive attitude and belief that the organization can be successful. While the director models having a positive attitude, <i>few deliberate steps</i> are taken to motivate the staff.</p>	<p>The director takes <i>deliberate actions</i> to motivate the staff to reach shared goals. The director shows enthusiasm for what the department is doing and <i>recognizes others</i> for good performance and leadership.</p>	<p>The director continually motivates the staff to reach higher goals and is able to support staff. The director shows enthusiasm for what the department is doing and supports staff in maximizing their potential.</p>	<ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• Evaluations</li> <li>• Agendas</li> <li>• Presentations</li> <li>• District Hi-Lites</li> </ul>
	<p><b>Unsatisfactory</b></p>	<p><b>Progressing</b></p>	<p><b>Proficient</b></p>	<p><b>Exemplary</b></p>	<p><b>Examples of Evidence</b></p>
<p><b>Communicate well</b></p>	<p>The director does not keep the staff informed of important decisions and/or actions. Communications are not clear or timely. The director does <i>not provide rationale</i> for decisions or</p>	<p>The director keeps the staff informed of important decisions and/or actions. Communications are usually clear and timely. Information provided.</p>	<p>Staff is kept informed. Communications are clear and well-timed, <i>actions are transparent</i>.</p>	<p>Director uses multiple forms of communications to keep the staff informed and build support. Communications are clear and well-timed, <i>actions are transparent</i>. There is expanded <i>access to information</i> and</p>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Action plans</li> <li>• Memos/emails</li> <li>• Letters</li> <li>• Website</li> <li>• Data reports</li> <li>• Meeting minutes</li> <li>• Wiki</li> <li>• PDPro evaluations</li> <li>• Surveys</li> </ul>

	actions. The director <b><i>does not explain</i></b> department or District policies or practices for the staff.					opportunities provided for input and feedback.	
<b>Make effective decisions</b>	The director does not accept responsibility for supporting district, state or federal policies and regulations and/or is unwilling to make the tough decisions.	The director's decisions are not based on district, state or federal policies. The Mission and Vision may be based on district, state or federal policies and regulations. The director <b><i>delegates key decisions</i></b> that should be made by the department leader or is unwilling to make the tough decisions.	The director's decisions are based on district, state or federal policies and regulations. The director accepts responsibility for his/ her decisions. The director is able to <b><i>make the tough decisions</i></b> to accomplish the department's mission.	The director's decisions are based on district, state or federal policies and regulations and effectively advance department and District goals and priorities. The director accepts responsibility for decisions, and is able to <b><i>make the tough decisions</i></b> to accomplish the department's mission.			<ul style="list-style-type: none"> <li>• Evaluations</li> <li>• Contracts</li> <li>• Action plans</li> <li>• Board actions</li> </ul>
<b>3. PERFORMANCE RATING</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>

# PERFORMANCE STANDARD #4: Effective Management

## *Manages Resources Effectively*

Service and Support	Level of Performance				
	The Director performing at this level:				
Executive Director/ Director should know and be able to:	<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>	<i>Examples of Evidence</i>
<b>Manage personnel and material resources</b>	The director does not manage resources. The director fails to allocate resources to adequately support the program. The director is <i>not creative</i> in finding needed material and human resources to accomplish department goals.	The director partially plans and budgets to support the program. Staff members have sufficient resources to do their jobs. However resources are not allocated according to department priorities. The budget process fails to identify and <i>channel resources</i> to department and district priorities.	The director plans and budgets to support the program. Staff members have sufficient resources to do their jobs. Resources are <i>channeled</i> to department and district. <i>Personnel resources are used efficiently.</i>	The director plans and budgets to support the program. Staff members <i>have sufficient resources</i> to do their jobs. <i>Personnel resources are used efficiently</i> and people are in positions that help maximize organizational effectiveness	<ul style="list-style-type: none"> <li>• Budget</li> <li>• PO's</li> <li>• Board actions</li> </ul>
<b>Align budget with department and district priorities</b>	The proposed budget is <i>not aligned</i> with department and district priorities. There is no attempt to assess the effectiveness of budget expenditures.	The proposed budget is only <i>loosely aligned</i> with department and district priorities. There is no attempt to assess the effectiveness of budget expenditures.	The proposed budget is aligned to department and district priorities.	The proposed budget is closely aligned to department and district priorities. The director assesses the effectiveness of budget expenditures. The director finds ways to <i>fund investments</i> while cutting expenditures that do not help produce results or accomplish department	<ul style="list-style-type: none"> <li>• Budget</li> <li>• PD Plan</li> </ul>



					goals.		
	<b>Unsatisfactory</b>	<b>Progressing</b>		<b>Proficient</b>		<b>Exemplary</b>	<b>Examples of Evidence</b>
<b>Manage his/her individual time well</b>	The director <i>does not prioritize</i> his/her use of time. Time for observing and monitoring the program is not sufficient to do the work well.	The director makes time to observe programs. <i>Tasks and authority are delegated</i> where feasible. However, the director does not attend to priorities,		The director does first things first – <i>prioritizes</i> the goals and allocates time accordingly. <i>Tasks and authority are delegated</i> where feasible to concentrate on department and district priorities. Deadlines for department goals are met and tasks accomplished on time		The director does first things first – <i>prioritizes</i> the goals and allocates time accordingly. <i>Tasks and authority are delegated</i> where feasible to concentrate on department priorities. Deadlines for department goals are met and tasks accomplished on time. . Time is managed in a way that enables others to work effectively and to manage their time well.	<ul style="list-style-type: none"> <li>• Action plans</li> <li>• Board actions</li> <li>• Evaluations</li> <li>• Agendas</li> </ul>
<b>4.</b> <b>PERFORMANCE RATING</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>

# PERFORMANCE STANDARD #5: PROFESSIONAL RESPONSIBILITIES

## *Maintains Positive Relations with District and Community*

Service and Support	Level of Performance				
	The Director performing at this level:				
<i>Executive Director/ Director should know and be able to:</i>	<b><i>Unsatisfactory</i></b>	<b><i>Progressing</i></b>	<b><i>Proficient</i></b>	<b><i>Exemplary</i></b>	<b><i>Examples of Evidence</i></b>
<b>Maintain positive relations with District personnel</b>	The director does not attempt to ensure that constituents perceive the district as a collaborative and cooperative workplace.	The director attempts to ensure that constituents perceive the district as a collaborative and cooperative workplace but does not complete the task or does so partially.	The director ensures that constituents perceive the district as a collaborative and cooperative workplace.	The director ensures that constituents perceive the district as a collaborative and cooperative workplace and monitors the extent to which collaboration and cooperation enhance the functioning of the district.	<ul style="list-style-type: none"> <li>• Action plans</li> <li>• Evaluations</li> <li>• Emails</li> <li>• Meeting agendas</li> <li>• Letters</li> </ul>
<b>Act and communicates professionally</b>	The director <i>does not set an example</i> for others to emulate with regard to integrity and ethical behavior	The director attempts to <i>set an example</i> for others to emulate with regard to integrity and ethical behavior	The director <i>sets an example</i> for others to emulate with regard to integrity and ethical behavior	The director consistently <i>sets an example</i> for others to emulate with regard to integrity and ethical behavior	<ul style="list-style-type: none"> <li>• Memos</li> <li>• Evaluations</li> <li>• Correspondences</li> </ul>

	<b>Unsatisfactory</b>	<b>Progressing</b>		<b>Proficient</b>		<b>Exemplary</b>		<b>Examples of Evidence</b>
<b>Contribute to the profession</b>	The director <i>does not attempt to be recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.</i>	The director attempts to be recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice but does not complete the task or does so partially.		The director is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.		The director is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice and monitors the extent to which his or her professional development enhances the functioning of the district.		<ul style="list-style-type: none"> <li>• Shared documents, articles, research, etc</li> <li>• Conducting PD</li> <li>• Leading a PLC</li> <li>• Meeting notes/agendas</li> </ul>
<b>5. PERFORMANCE RATING</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>	