

Alignment of District Leadership Frameworks with RCW 28A.405.100

Criteria Listed in RCW 28A.405.100	Alignment with District Leadership Framework for <i>Teaching & Learning</i> Leaders	Alignment with District Leadership Framework for <i>Operations</i> Leaders
1. Knowledge of, experience in, and training in recognizing good professional performance, capabilities, and development	Criterion: 2 - Quality Instruction and Learning 8 - Closing Achievement Gaps and Removing Barriers	Criterion: 5 - Improving Departmental Performance
2. School administration and management	Criterion: 5 - Ensuring Compliance and Safety 6 – Managing Resources	Criterion: 2 - Ensuring Compliance and Safety 6 - Managing Staff and Fiscal Resources
3. School finance	Criterion: 6 – Managing Resources	Criterion: 6: Managing Staff and Fiscal Resources
4. Professional preparation and scholarship	Criterion: 1 – Effective Leadership 2 – Quality Instruction and Learning 3 – Planning with data for system wide improvement 6 – Managing Resources 8 – Closing achievement gaps and removing barriers	Criterion: 1 - Creating a Culture 2 - Ensuring Compliance and Safety 3 - Planning With Data 5 - Improving Departmental Performance 6 - Managing Staff and Fiscal Resources 8 - Overcoming Systemic Barriers to Success
5. Effort toward improvement when needed	Addressed in criterion ratings	Addressed in criterion ratings
6. Interest in pupils, employees, patrons, and subjects taught in school	Criterion: 2 - Quality Instruction and Learning 7 - Engaging the Community and External Environment 8 - Closing Achievement Gaps and Removing Barriers	Criterion: 1 - Creating a Culture 7 - Engaging Internal and External Stakeholders
7. Leadership	Criterion: 1 - Effective Leadership	Criterion: 1 - Creating a Culture 3 - Planning With Data 4 - Aligning the work 8 - Overcoming Systemic Barriers to Success
8. Ability and performance of evaluation of school personnel	Criterion: 1 - Effective Leadership	Criterion: 5 - Improving Departmental Performance

With the exception of district office and program administrators in their first three years of employment in their position, and any district office and program administrators who received a comprehensive performance rating of Level 1 or 2 in the previous year, district office and program administrators must receive a comprehensive evaluation at least once every six years. The focused evaluation is designed to target one leadership criterion, identified collaboratively by the district office and program administrator and their supervisor, for professional growth. While the criterion selected will be the focus of the evaluation, the supervisor must rate all eight leadership criteria on the administrator's year-end evaluation.