SCHOOL STANDARDS DIAGNOSTIC

LEADERSHIP CAPACITY DOMAIN

Instructions

Completing the Standards Diagnostic

The Standards Diagnostic for the Domain should be used as a guide during the Engagement Review Team's deliberations for each Standard and Key Concepts in order to rate the rubric. The Lead Evaluator enters the team's decisions for the ratings for each Standard once the team has completed its deliberations and determined the score for each level of the rubric. Teams should complete their deliberations for the ratings for each Standard as a whole team, not in smaller Domain groups. Team members should not individually score the Standards.

Evidence Notes

The team should enter a brief summary of the evidence and results used for decision-making along with any additional notes for how the Standard was rated in the evidence notes section. The evidence notes do not need to be in a narrative format, but should contain sufficient information to provide the Lead Evaluator with evidence to assist in the writing of the Engagement Review Report.

Team members will also need a copy of the i3 rubric for use with the Standards Diagnostic.

LEADERSHIP CAPACITY DOMAIN

1.1 The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.

Key Concepts:
- The institution provides opportunities for representative internal and external stakeholder groups to build a commitment to the institution's purpose statement (Engagement)
- The institution implements a systematic process to review, communicate, monitor, and build commitment to its purpose statement (Implementation)
- Purpose statement contains identified and measurable expectations for learners based on shared beliefs about teaching and learning (Results)
- Data are collected, analyzed and used to monitor measurable expectations for learners contained in the purpose statement (Results)
- Longitudinal results are analyzed to assess growth and improvement in the measurable learner expectations contained in the purpose statement over time (Sustainability)
- Beliefs stated in the purpose statement are demonstrated in behaviors and decision-making (Embeddedness)

Potential Evidence and Results to Review:
- Analyzed survey results related to expectations for learners
- Analyzed inventory results related to learners' expectations and strategic direction
- Institution's purpose statement and expectations for learners
- Observations of how the purpose statement is communicated and practiced throughout the organization (print, digital media, behavioral and verbal)

EVIDENCE NOTES:

1.2 Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.

Key Concepts:
- Actions demonstrated by all representative internal and external stakeholder groups to achieve the purpose (Engagement)
- Implementation of specific actions and decisions aligned to the institution's purpose (Implementation)
- Process to collect, analyze and use data related to the achievement of the purpose (Results)
- Longitudinal results are analyzed to assess changes in and improvements of the actions implemented to achieve the intuition's purpose (Sustainability)
- Intentional alignment of actions to the institution's purpose evident throughout the institution (Embeddedness)

Potential Evidence and Results to Review:
- Analyzed survey results from all representative stakeholder groups
- Analyzed inventory results from teachers and students
- Student performance results linked to the institution's expectation for learning in the purpose statement

EVIDENCE NOTES:

1.3 The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

Key Concepts:
- Engagement of internal stakeholders in a data-driven and collaborative process for continuous improvement (Engagement)
- Development of a continuous improvement plan that contains specific goals, strategies, activities and measures based on identified needs from the review of multiple forms of

data, including student achievement, perception, experience, and organizational data (Implementation)

- Defined processes for implementation, monitoring, and revision of the continuous improvement plan based on the analysis and use of data (Implementation)
- Ongoing collection, analysis, and use of data to measure results and outcomes related to the goals (Results)
- Results of the continuous improvement process consistently and clearly communicated to all representative internal and external stakeholder groups (Results)
- Longitudinal results are analyzed to assess results and outcomes of the goals in the continuous improvement plan to show progress over time (Sustainability)
- Ongoing commitment to the success of the continuous improvement plan is evident throughout the institution (Embeddedness)

Potential Evidence and Results to Review:
- Continuous improvement plan, including strategies, actions, timelines and metrics
- Analyzed data used to develop plan
- Process for monitoring the institution's progress to meet its goals
- Data from metrics used to monitor and measure achievement of goals
- Communication plan to all stakeholders regarding the continuous improvement plan and its results

EVIDENCE NOTES:

1.4 The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.

Key Concepts:
- Governing authority and institution leadership engage in the ongoing and systematic development, review and revision of policies (Engagement)
- Process ensures ongoing and current compliance with all applicable laws and regulations and reflects best practice (Implementation)
- Governing authority holds itself accountable for committing to policies that ensure integrity, effective operations and improved student learning (Implementation)
- Process to collect and use evidence to monitor and ensure adherence to policies is implemented by the institution and used to inform revisions to policy or practices (Results)
- Longitudinal data and evidence show adherence to policy and effectiveness of policy review and revision processes over time (Sustainability)
- Governing authority commits to the establishment and adherence to policies that promote the effective operations of the institution in improving student learning (Embeddedness)

Potential Evidence and Results to Review:

- Policy manual with dates of adoption/revision of policies
- Documentation of compliance with applicable laws and regulations
- Documentation of process and evidence used for developing, reviewing and revising policy
- Evidence related to how the governing authority evaluates policies and holds itself accountable to the policies

EVIDENCE NOTES:

1.5 The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

Key Concepts:
- All governing authority members operate under a written code of ethics that identifies principles of conduct and ethical standards within the institution (Engagement)
- All governing authority members participate in ongoing professional learning (beyond statutory required trainings) to stay current and informed regarding applicable laws, regulations, and organizational best practices (Engagement)
- Policies clearly identify and actions support the legal and organizational roles and responsibilities of the governing authority (Implementation)
- Policies and practices provide institution leadership the autonomy for day-to-day operations of the institution (Implementation)
- Processes to collect and use evidence to evaluate the governing authority's adherence to the code of ethics and roles and responsibilities (Results)
- Longitudinal data provide evidence of the governing authority's ongoing adherence to the code of ethics and roles and responsibilities over time (Sustainability)
- Decisions made by the governing authority consistently reflect actions aligned to the code of ethics and legal and organizational roles and responsibilities (Embeddedness)

Potential Evidence and Results to Review:
- Written code of ethics
- Results of governing authority evaluation processes
- Documentation of professional learning for board members, including and beyond governmental required training

EVIDENCE NOTES:

1.6 Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.

Key Concepts:

- All staff members participate in the supervision and evaluation processes (Engagement)
- Supervision and evaluation processes for all staff members are documented, includes specific criteria for quality performance, and provides ongoing feedback to improve professional practice (Implementation)
- Evaluators have the knowledge, expertise, and training to implement the supervision and evaluation processes with quality and fidelity (Implementation)
- Results of supervision and evaluation processes are analyzed and used to inform organizational professional practices and ensure student learning (Results)
- Analysis of longitudinal results provide evidence of the ongoing implementation and use of data from supervision and evaluation processes improved professional practice and student learning (Sustainability)
- Evaluation and supervision for the improvement of professional practice is a routine and expected practice within the organization (Embeddedness)

Potential Evidence and Results to Review:
- Written supervision and evaluation plan
- Documentation of training regarding the supervision and evaluation plan for supervisors and staff
- Evidence of consistent implementation of the supervision and evaluation processes for all staff
- Aggregated data from supervision and evaluation processes analyzed and used for organizational improvement
- Analyzed teacher inventory results related to supervision and evaluation

EVIDENCE NOTES:

1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

Key Concepts:
- All staff use documented standard operating procedures (SOPs) and practices related to the policy and general organizational operational processes (Engagement)
- SOPs are implemented, monitored and adjusted to ensure effective and efficient operations (Implementation)
- Data are analyzed and used to evaluate effectiveness and inform the review and revision of SOPs (Results)
- Longitudinal data and evidence from the analysis of SOPs show growth and improvement in effective and efficient implementation of routine operations (Sustainability)
- All staff consistently hold each other accountable to the adherence and application of SOPs to ensure effective and efficient routine operations (Embeddedness)

Potential Evidence and Results to Review:

- Documented standardized operating procedures for routine tasks (finance, purchasing, student attendance, etc.)
- Staff and student handbooks containing documented processes
- Evidence of systematic use of SOPs for routine organizational processes and practices
- Examples of improvements to organizational effectiveness based on standardization of procedures (cost savings, personnel savings, etc.)

EVIDENCE NOTES:

1.8 Leaders engage stakeholders to support the achievement of the institution's purpose and direction.

Key Concepts:
- The institution regularly engages multiple internal and external stakeholder groups, including staff, students, parents, community members, and governmental and educational policy groups to support the achievement of the institution's purpose (Engagement)
- Engagement of stakeholders includes opportunities that provide two-way communication and active and meaningful participation (Engagement)
- Engagement strategies result in measurable and active participation of all representative internal and external stakeholder groups (Implementation)
- Data are collected, analyzed and used to determine the effectiveness of stakeholder engagement strategies (Results)
- Longitudinal results of stakeholder engagement strategies indicate improvement and growth in the engagement of stakeholders to support the achievement of the institution's purpose (Sustainability)
- Active engagement of stakeholders is valued, supported and expected throughout the institution (Embeddedness)

Potential Evidence and Results to Review:
- Strategies and activities provided for engagement of all internal and external stakeholder groups
- Documented two-way communication opportunities for engaging stakeholders
- Analyzed data regarding stakeholder engagement opportunities
- Examples of use of data to improve stakeholder engagement
- Analyzed inventory data from teachers and students
- Analyzed survey data from teachers, students and parents

EVIDENCE NOTES:

1.9 The institution provides experiences that cultivate and improve leadership effectiveness.

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Key Concepts:
- Opportunities to lead are provided for multiple stakeholders, including staff, students, and parents or community members (Engagement)
- Capacity for internal leadership is built through the implementation of formalized opportunities for ongoing modeling, coaching or leadership activities (Implementation)
- Data are collected, analyzed and used to monitor the effectiveness of leadership activities (Results)
- Longitudinal data and results are used to indicate improvements and growth in providing experiences for multiple stakeholder groups to lead (Sustainability)
- A collaborative culture that includes opportunities for shared leadership is supported, developed and protected by leaders and other stakeholders (Embeddedness)

Potential Evidence and Results to Review:
- Documented leadership opportunities for external stakeholders
- Documented leadership opportunities for students and staff
- Examples of shared leadership opportunities
- Analyzed inventory data from teachers and students
- Analyzed survey data from teachers, students and parents

EVIDENCE NOTES:

1.10   Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.

Key Concepts:
- Feedback is collected consistently and regularly from all representative internal and external stakeholder groups and reflects participation of the institution population and demographics (Engagement)
- Feedback collection methods ensure validity and reliability of the data and processes are implemented by internal stakeholders to review and analyze the data (Implementation)
- Analysis and use of feedback data inform the continuous improvement process, guide actions and decision-making and are used to measure stakeholder perceptions and beliefs (Results)
- Longitudinal feedback results are analyzed to examine trends in stakeholder perceptions and to indicate growth and improvement in those areas linked to goals and strategies in the continuous improvement process (Sustainability)
- Stakeholders expect and respond to the institution's practices to provide regular and consistent communication (Embeddedness)

Potential Evidence and Results to Review:
- Documented systematic process for collection of feedback data from all stakeholder groups, including data on return rates and demographics on surveys and inventories

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- Analyzed inventory results from teachers and students
- Analyzed survey results from all representative stakeholder groups
- Analyzed results from other feedback sources (focus groups, stakeholder input meetings, etc.)
- Stakeholder feedback data used to identify key goals in the continuous improvement process
- Examples of communication to stakeholders regarding results of feedback

EVIDENCE NOTES: