



Field 040: School Administrator—District Level REPA Educator Standards

Standard 1: Human Capital Management

School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement, including:

- 1.1** recruiting, hiring, assigning, retaining, and supporting effective building leaders who share the district's vision/mission
- 1.2** prioritizing the evaluation of building leaders over competing commitments and using evaluation systems that credibly differentiate the performance of building leaders
- 1.3** ensuring that principals prioritize teacher evaluation over competing commitments and use teacher evaluation systems that credibly differentiate the performance of teachers
- 1.4** orchestrating aligned, high-quality coaching; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance
- 1.5** designing and implementing succession plans (e.g., career ladders) for every position in the district and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth
- 1.6** delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed
- 1.7** counseling out or recommending the dismissal of ineffective building leaders and ensuring that building leaders counsel out or recommend the dismissal of ineffective teachers, carefully following contractual requirements
- 1.8** strategically assigning building leaders and other staff to support district goals and maximize achievement for all students

Standard 2: Instructional Leadership

School district leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students, including:

- 2.1** cultivating commitment to and ownership of the district's instructional vision, mission, values, and organizational goals and ensuring that all key decisions are aligned to the vision
- 2.2** planning, organizing, supervising, and supporting a rigorous district instructional program based on research-supported best practices regarding curriculum, instruction, and assessment
- 2.3** using student performance data to evaluate instructional quality and regularly providing school leaders and staff with prompt, high-quality feedback aimed at improving student outcomes
- 2.4** establishing a culture of collaboration in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities
- 2.5** ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students
- 2.6** promoting the sanctity of instructional time and ensuring that every minute is maximized in the service of student learning and achievement

Standard 3: Personal Behavior

School district leaders model personal behavior that sets the tone for all student and adult relationships in the district, including:

- 3.1** modeling professional, ethical, and respectful behavior at all times and expecting the same behavior from others
- 3.2** establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center
- 3.3** actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement
- 3.4** going above and beyond typical expectations to attain goals, taking on voluntary responsibilities that contribute to district success, and taking risks to achieve results
- 3.5** using reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading district improvement efforts

Standard 4: Building Relationships

School district leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results, including:

- 4.1** establishing an organizational culture of urgency in which building leaders, students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence
- 4.2** skillfully and clearly communicating district goals, needs, plans, and successes (and failures) to all stakeholders (e.g., school board members, building leaders, students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)
- 4.3** using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change
- 4.4** working collaboratively with individuals and groups inside and outside the system, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students
- 4.5** demonstrating awareness of the public and political nature of the school district leader position and deftly engaging the public in addressing controversial issues

Standard 5: Culture of Achievement

School district leaders develop a districtwide culture of achievement aligned to the district's vision of success for every student, including:

- 5.1** empowering building leaders, teachers, and staff to set high and demanding academic and behavior expectations for every student and ensuring that students are consistently learning
- 5.2** establishing rigorous academic goals and priorities that are accepted as fixed and immovable
- 5.3** orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation
- 5.4** implementing systems to promote and enforce individual accountability for results
- 5.5** ensuring all students full and equitable access to educational programs, curricula, and available supports
- 5.6** ensuring the use of positive and equitable behavior management systems and the consistent implementation of rules and routines
- 5.7** guiding building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning
- 5.8** developing family and community partnerships that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly align with and do not distract from the district's goals for student growth and achievement

Standard 6: Organizational, Operational, and Resource Management

School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes, including:

- 6.1** using data to identify needs and priorities within the organization and to address organizational barriers to attaining student achievement goals
- 6.2** using technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization
- 6.3** overseeing the use of practices for the safe, efficient, and effective operation of the district's physical plant, equipment, and auxiliary services (e.g., food services, student transportation)
- 6.4** planning, managing, and monitoring district budgets aligned to district improvement goals and creatively seeking new resources to support district programs and/or reallocating resources from programs identified as ineffective or redundant
- 6.5** managing and supervising compliance with laws and regulations, such as those governing building management and reporting; human resource management; financial management; school safety and emergency preparedness; student safety and welfare; and the rights and responsibilities of students, families, and school staff