



Effective LEADER FRAMEWORK

BIG ROCK ONE: Mission & Core Values

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
a MISSION STATEMENT	<p>School's mission has a purpose that is CLEARLY articulated by ALL staff, students, and parents. Mission statement DIRECTLY connected to student achievement and FULLY outlines HOW the school will accomplish the mission.</p>	<p>School's mission has a purpose that is SOMEWHAT CLEARLY articulated by SOME staff, students and parents. Mission statement PARTIALLY connected to student achievement and PARTIALLY outlines HOW the school will accomplish the mission.</p>	<p>School's mission has a purpose that is NOT articulated by staff, students and parents. Mission statement NOT connected to student achievement and DOES NOT outline HOW the school will accomplish the mission.</p>
b CORE VALUES	<p>Leader establishes three to five core values (beliefs and principles that guide adult behavior and actions). ALL employees and stakeholders can articulate how the core values directly impact the school's mission.</p>	<p>Leader establishes three to five core values (beliefs and principles that guide adult behavior and actions). SOME employees and stakeholders can articulate how the core values directly impact the school's mission.</p>	<p>Adult behavior and actions OFTEN guided by priorities NOT directly related to the school mission. There is NO CLEAR or TRANSPARENT impact between the adult behavior and actions and the school's mission.</p>
c MISSION & CORE VALUES: RECRUITMENT & HIRING	<p>Leader develops a recruitment process from pre-screen to job offer that includes ALL of the following:</p> <ul style="list-style-type: none"> → Two-way interview questions → scenario analysis or role play(s) → job related performance task <p>used to evaluate the applicant's ability to perform the job well and alignment to the school mission and three to five core values. Ensures that 100% of hired employees are COMPLETELY aligned to the mission and core values.</p>	<p>Leader develops a recruitment process from pre-screen to job offer that includes ONE or TWO of the following:</p> <ul style="list-style-type: none"> → Two-way interview questions → scenario analysis or role play(s) → job related performance task <p>used to evaluate the applicant's ability to perform the job well and alignment to the school mission and three to five core values. SOME hired employees are aligned to the mission and core values.</p>	<p>NO CLEAR recruitment process from pre-screen to job offer with ONE or NONE of the following:</p> <ul style="list-style-type: none"> → Two-way interview questions → scenario analysis or role play(s) → job related performance task <p>used to evaluate the applicant's ability to perform the job well and alignment to the school mission and three to five core values. FEW or NO hired employees aligned to the mission and core values.</p>



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BIG ROCK ONE: Mission & Core Values (Continued)

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
d MISSION & CORE VALUES: JOB DESCRIPTIONS & SUCCESSION PLANNING	<p>Leader develops job descriptions with key prerequisite skills, responsibilities, and metrics for performance for ALL key positions. ALL job descriptions aligned to the mission and core values.</p> <p>Job description CLEARLY INFORMS and GUIDES current and prospective employees on criteria for success and advancement.</p>	<p>Leader develops job descriptions with key prerequisite skills, responsibilities, and metrics for performance for SOME key positions. SOME job descriptions aligned to the mission and core values.</p> <p>Job description SOMETIMES INFORMS and GUIDES current and prospective employees on criteria for success and advancement.</p>	<p>Leader develops job descriptions with key prerequisite skills, responsibilities, and metrics for performance for FEW or NO key positions. FEW or NO job descriptions aligned to the mission and core values.</p> <p>Job description DOES NOT INFORM and GUIDE current and prospective employees on criteria for success and advancement.</p>
e MISSION & CORE VALUES: TRAINING & PERFORMANCE EVALUATION	<p>Leader develops a performance evaluation system with TRANSPARENT and COMPLETE alignment to the school mission and core values and tailor-made to each job description. Performance evaluation system communicated to employees PRIOR to the employees beginning job duties. Feedback formally and informally given SEVERAL times throughout the year and at the end of the year.</p>	<p>Leader develops a performance evaluation system with SOMEWHAT TRANSPARENT and PARTIAL alignment to the school mission and core values and tailor-made to each job description. Performance evaluation system communicated to employees at SOME TIME during the year. Feedback formally and informally given at SOME times during the year and at the end of the year.</p>	<p>Leader develops a performance evaluation system with LITTLE or NO alignment to the school mission and core values and NOT tailor-made to each job description. Performance evaluation system NOT communicated to employees. Feedback SELDOM or NEVER provided.</p>



Effective LEADER FRAMEWORK

BIG ROCK TWO: Big Rock Prioritization & Implementation

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
a SELECTION & PRIORITIZATION	<p>Using school data from a VARIETY of sources AND input from key personnel, leader prioritizes one to three big rocks from the <i>BRES Effective Schools Framework</i> to prioritize IN ADVANCE of each upcoming school year.</p> <p>Outcome measures, AND metrics used to assess, CREATED to evaluate successful implementation.</p>	<p>Using school data from ONE or TWO sources OR input from key personnel, leader prioritizes one to three big rocks from the <i>BRES Effective Schools Framework</i> to prioritize DURING THE CURRENT school year.</p> <p>Outcome measures CREATED to evaluate successful implementation.</p>	<p>School year commences or begins with LITTLE or NO ANALYSIS of data and NO big rocks prioritized from the <i>BRES Effective Schools Framework</i>.</p>
b COMMUNICATION	<p>Communication of the upcoming school year big rocks delivered to all staff and key stakeholders verbally AND in writing, PRIOR TO the beginning of the school year.</p>	<p>Communication of the upcoming school year big rocks delivered to all staff and key stakeholders verbally OR in writing, DURING the school year.</p>	<p>Big rocks NOT COMMUNICATED to all staff and key stakeholders.</p>
c EMPOWERMENT	<p>School leader, his/her leadership team, AND key instructional staff given responsibility to BOTH plan and execute the implementation of the big rocks.</p>	<p>School leader, his/her leadership team, OR key instructional staff given responsibility to EITHER plan OR execute the implementation of the big rocks.</p>	<p>School leader ONLY plans and executes the implementation of the big rocks.</p>



Effective LEADER FRAMEWORK

BIG ROCK TWO: Big Rock Prioritization & Implementation (Continued)

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
d PROFESSIONAL DEVELOPMENT & ACCOUNTABILITY	<p>With ALL key personnel responsible for the big rock execution, school leader provides WEEKLY professional development and support to ensure accountability and timely implementation.</p>	<p>With SOME key personnel responsible for the big rock execution, school leader provides SOME professional development and support to ensure accountability and timely implementation.</p>	<p>School leader provides LITTLE or NO professional development with key personnel responsible for the big rock execution to ensure accountability and timely implementation.</p>
e ANALYSIS	<p>With ALL key personnel responsible for big rock planning and execution, school leader holds MONTHLY meetings to look at data from the metrics used to assess progress and makes necessary changes and upgrades.</p>	<p>With SOME key personnel responsible for the big rock planning and execution, school leader holds SOME meetings to look at data and makes SOME changes and upgrades.</p>	<p>School leader holds FEW or NO meetings to look at data and makes FEW or NO changes and upgrades.</p>



Effective LEADER FRAMEWORK

BIG ROCK THREE: Time Management

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
a CHAIN OF COMMUNICATION	<p>CLEAR chain of communication created and communicated IN ADVANCE of the school year to staff, parents AND key stakeholders.</p> <p>ALL parent and external stakeholder requests and concerns are addressed in a timely manner by the appropriate person.</p>	<p>Chain of communication created and communicated DURING the school year to staff, parents AND key stakeholders.</p> <p>SOME parent and external stakeholder requests and concerns are addressed in a timely manner by the appropriate person.</p>	<p>No chain of communication created or communicated to staff, parents, and key stakeholders.</p> <p>FEW or NO parent and external stakeholder requests and concerns are addressed in a timely manner by the appropriate person.</p>
b NON-INSTRUCTIONAL STAFF, EXPECTATIONS & TRAINING	<p>IN ADVANCE of the school year, school leader trains key non-instructional staff on ALL of the following school systems:</p> <ul style="list-style-type: none"> → chain of communication → effective communication and problem solving with parents and external stakeholders → non-negotiable school-wide systems as outlined in big rock one of the <i>BRES Effective Schools Framework</i> → school choice management system as outlined in big rock four of the <i>BRES Effective Schools Framework</i> 	<p>DURING the school year, school leader trains key non-instructional staff on TWO to THREE of the following school systems:</p> <ul style="list-style-type: none"> → chain of communication → effective communication and problem solving with parents and external stakeholders → non-negotiable school-wide systems as outlined in big rock one of the <i>BRES Effective Schools Framework</i> → school choice management system as outlined in big rock four of the <i>BRES Effective Schools Framework</i> 	<p>School leader DOES NOT train key non-instructional on the following school systems:</p> <ul style="list-style-type: none"> → chain of communication → effective communication and problem solving with parents and external stakeholders → non-negotiable school-wide systems as outlined in big rock one of the <i>BRES Effective Schools Framework</i> → school choice management system as outlined in big rock four of the <i>BRES Effective Schools Framework</i>



Effective LEADER FRAMEWORK


BIG ROCK THREE: Time Management (Continued)

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
<p>c</p> <p>SCHEDULING & PRIORITIZATION</p>	<p>AT LEAST 75% of the school leader's time is scheduled and prioritized on the TWO following items:</p> <ul style="list-style-type: none"> → execution of the one to three big rocks chosen for prioritization and implementation from the <i>BRES Effective Schools Framework</i> → execution of the non-negotiable school and classroom systems outlined in big rock one of the <i>BRES Effective Schools Framework</i> 	<p>LESS THAN 75% of the school leader's time is scheduled and prioritized on ONE or TWO of the following items:</p> <ul style="list-style-type: none"> → execution of the one to three big rocks chosen for prioritization and implementation from the <i>BRES Effective Schools Framework</i> → execution of the non-negotiable school and classroom systems outlined in big rock one of the <i>BRES Effective Schools Framework</i> 	<p>LITTLE or NONE of the school leader's time is scheduled and prioritized on the following items:</p> <ul style="list-style-type: none"> → execution of the one to three big rocks chosen for prioritization and implementation from the <i>BRES Effective Schools Framework</i> → execution of the non-negotiable school and classroom systems outlined in big rock one of the <i>BRES Effective Schools Framework</i>
<p>d</p> <p>NON-INSTRUCTIONAL STAFF, ONGOING TRAINING</p>	<p>School leader meets WEEKLY, within the 25%, with key non-instructional staff to provide ongoing training and feedback on ALL of the following school systems:</p> <ul style="list-style-type: none"> → chain of communication → effective communication and problem solving techniques with parents and external stakeholders → non-negotiable school-wide systems as outlined in big rock one of the <i>BRES Effective Schools Framework</i> → school choice management system as outlined in big rock four of the <i>BRES Effective Schools Framework</i> 	<p>School leader meets SOMETIMES, within the 25%, with key non-instructional staff to provide ongoing training and feedback on TWO or THREE of the following school systems:</p> <ul style="list-style-type: none"> → chain of communication → effective communication and problem solving techniques with parents and external stakeholders → non-negotiable school-wide systems as outlined in big rock one of the <i>BRES Effective Schools Framework</i> → school choice management system as outlined in big rock four of the <i>BRES Effective Schools Framework</i> 	<p>School leader meets SELDOM or NEVER, within the 25%, with key non-instructional staff to provide ongoing training and feedback on ONE or NONE of the following school systems:</p> <ul style="list-style-type: none"> → chain of communication → effective communication and problem solving techniques with parents and external stakeholders → non-negotiable school-wide systems as outlined in big rock one of the <i>BRES Effective Schools Framework</i> → school choice management system as outlined in big rock four of the <i>BRES Effective Schools Framework</i>



Effective LEADER FRAMEWORK

BIG ROCK THREE: Time Management (Continued)


**NON-INSTRUCTIONAL
STAFF, DAILY
"CHECK-INS"**

3 PROFICIENT	2 DEVELOPING	1 BEGINNING
<p>Leader schedules two to three, 10-15 minute DAILY "check-ins" with the following outcomes:</p> <ul style="list-style-type: none">→ sharing of pertinent information→ observe and provide feedback on execution of the school systems outlined in big rock 3d	<p>Leader schedules one, 10-15 minute "check-in" TWO to THREE times a week with the following outcomes:</p> <ul style="list-style-type: none">→ sharing of pertinent information→ observe and provide feedback on execution of the school systems outlined in big rock 3d	<p>Leader SELDOM or NEVER "checks-in" with the following outcomes:</p> <ul style="list-style-type: none">→ sharing of pertinent information→ observe and provide feedback on execution of the school systems outlined in big rock 3d



Effective LEADER FRAMEWORK

BIG ROCK FOUR: Staff Culture & Development

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
a EXPECTATIONS	<p>ALL staff are clear on the mission, core values and individual job descriptions (with key prerequisite skills, responsibilities, and metrics for performance) enabling EVERYONE to perform the job at an EXEMPLAR level.</p>	<p>SOME staff are clear on the mission, core values and individual job descriptions (with key prerequisite skills, responsibilities, and metrics for performance) enabling SOME STAFF to perform the job at an EXEMPLAR level.</p>	<p>FEW or NO staff are clear on the mission, core values and individual job descriptions (with key prerequisite skills, responsibilities, and metrics for performance) enabling VERY FEW STAFF to perform the job at an EXEMPLAR level.</p>
b SUPPORT	<p>Staff given COMPLETE and CONSTANT training, resources, tools and support to perform the job at an exemplar level.</p>	<p>Staff given PARTIAL and OCCASIONAL training, resources, tools and support to perform the job at an exemplar level.</p>	<p>Staff given IMPARTIAL and INFREQUENT or NO training, resources, tools and support to perform the job at an exemplar level.</p>
c EMPOWERMENT	<p>Leader communicates CLEARLY about decisions that are top-down verses lateral and FREQUENT attempts are made to give staff decision making rights to not only harness creative ideas and build buy-in, but also improve on existing school systems and structures. Leader builds a school culture of HIGH trust that INCREASES buy-in and thus IMPROVES systems.</p>	<p>Leader communications are SOMETIMES CLEAR about decisions that are top-down verses lateral and OCCASIONAL attempts are made to give staff decision making rights to not only harness creative ideas and build buy-in, but also improve on existing school systems and structures. Leader builds a school culture of SOME trust and thus buy-in and systems remain MOSTLY UNCHANGED.</p>	<p>Leader communications are UNCLEAR about decisions and MOST or ALL are top-down verses lateral so creative ideas, staff buy-in, and improvement on existing school systems and structures RARELY or NEVER occurs. Leader builds a school culture of LITTLE or NO trust and thus buy-in and systems remain UNCHANGED or WORSEN.</p>



Effective LEADER FRAMEWORK

BIG ROCK FOUR: Staff Culture & Development (Continued)

	3 PROFICIENT	2 DEVELOPING	1 BEGINNING
d CRUCIAL CONVERSATIONS	<p>ALL below proficient staff PROACTIVELY provided additional feedback and support. Specific action steps and REGULAR feedback on progress provided to help him/her improve.</p>	<p>SOME below proficient staff provided additional feedback and support. Action steps and SPORADIC feedback on progress provided to help him/her improve.</p>	<p>FEW or NO below proficient staff provided additional feedback and support. FEW or NO action steps and feedback on progress provided to help him/her improve.</p>
e DEVELOPMENT	<p>WEEKLY PD and development occurs to NOT ONLY help staff member improve skills and outcomes at the existing job, BUT ALSO gain the necessary skills for promotion.</p>	<p>SOMETIMES PD and development occurs to EITHER help staff member improve skills and outcomes at the existing job, OR gain the necessary skills for promotion.</p>	<p>LITTLE or NO PD and development occurs to EITHER help staff member improve skills and outcomes at the existing job, OR gain the necessary skills for promotion.</p>
f MOTIVATION & INTERNALIZATION	<p>Publicly AND privately, leader FREQUENTLY celebrates individual and team successes on student outcomes and ensures staff INTERNALIZE efforts and steps towards high outcomes.</p>	<p>Publicly OR privately, leader SOMETIMES celebrates individual and team successes on student outcomes and SOMETIMES staff INTERNALIZE efforts and steps towards high outcomes.</p>	<p>Seldom OR never leader celebrates individual and team successes on student outcomes and efforts and steps towards outcomes are attributed on EXTERNAL FACTORS.</p>