NKCES Professional Growth and Effectiveness Framework

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Standard 1***  ***Strategic Leadership*** | | | | Exemplary | Accomplished | Developing | Growth Needed | |
| ***1a. Demonstrates knowledge and support and innovative trends***  ***\*\*Correlates with productivity & quality of work*** | | | | * Demonstrates expertise and organizes efforts to bring innovative practices to the region * Leads efforts to integrate innovative practices within all school districts | * Demonstrates knowledge of research, and trends in professional support. Upon request can serve as a resource * Offers to serve as a resource to all districts to support their efforts integrating innovative practices | * Is familiar with the need for leading innovative practices, but not able to lead the work | * Lacks knowledge of current and/or innovative practices. Is not informed on the needs of districts related to innovative practices. | |
| ***1a. Rating*** | | | | Notes: | | | | |
| ***E*** | ***A*** | ***D*** | ***GN*** |
|  | | | | | | | |
| ***1b. Demonstrates knowledge of the level of need in every school district.*** | | | | * Is deeply familiar with the level of need/support of every school district in the region and actively seeks information regarding cutting edge trends, research and theories to support their identified area of need. | * Has comprehensive knowledge of the level of need/support for each school district * Meets regularly to monitor and address areas of need | * Demonstrates a basic knowledge of the level of need/support of every district in the region * Meets annually to determine needs of participating districts | * Demonstrates little or no knowledge of the level of need/support. * No meetings are held to discuss district needs | |
| ***1b. Rating*** | | | | Notes: | | | | |
| ***E*** | ***A*** | ***D*** | ***GN*** |
|  | | | | | | | | |
| ***1c. Establishes goals for the regional professional support system*** | | | | * Goals for the professional support system are based on data, gathered on a continuous basis and are highly appropriate for the needs of all school districts. * Goals have been developed following consultations with key leaders in school districts. | * Goals for the professional   support system are clear and suitable to meet the needs of all school districts.   * Goals are monitored regularly and evaluated annually | * Goals for the professional support system are rudimentary and are partially suitable to meet the needs of all school districts. * Goals are not monitored or evaluated | * Has no clear goals for the professional support system, or they are inappropriate meet the needs of all school districts. | |
| ***1c. Rating*** | | | | Notes: | | | | |
| ***E*** | ***A*** | ***D*** | ***GN*** |
|  | | | | | | | | |
| ***1d. Demonstrates knowledge of resources to serve the various needs of the region***  ***THIS LOOKS A LOT LIKE 1 A-MAY WANT TO COMBINE*** | | | | * Actively seeks out and provides new resources beyond their scope of work. | * Is fully aware of resources within their scope of work and in their larger professional community. | * Demonstrates basic knowledge of resources within their scope of work. | * Demonstrates little or no knowledge of resources available within their scope of work. | |
| ***1d. Rating*** | | | | Notes: | | | | |
| ***E*** | ***A*** | ***D*** | ***GN*** |
|  | | | | | | | | |
| ***1e. Planning for instructional/ professional support***  ***(Professional Growth Plan: Professional Work Goal)*** | | | | * The plan for the region is highly coherent and has been developed following consultation with key leaders in the partnership | * The plan is well-designed and provides opportunities for adjustments based on feedback from others. | * The plan has some worthwhile activities, but some of them do not fit with the broader goals. | * The plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. | |
| ***1e. Rating*** | | | |  | | | | |
| ***E*** | ***A*** | ***D*** | ***GN*** |
|  | | | | | | | | |
| ***1f. Uses a plan to evaluate the level of instructional/ professional support***  ***needed for every district within the region*** | | | | * The regional plan allows for measureable progress to be determined based on clear goals and the collection of evidence to indicate the degree to which the goals have been met. * A process for a continuous system of improvement is well developed and includes ongoing, constructive feedback. | * The regional plan yields results that are acceptable and measurable based on clear goals and the collection of evidence to indicate the degree to which the goals have been met. A process for a continuous system of improvement is developed. | * Efforts result in *inconsistent* progress; more progress is needed to meet established standards. | * There is no plan to evaluate the work or the Executive Director resists suggestions that such an evaluation is important. | |
| ***1f. Rating*** | | | |  | | | | |
| ***E*** | ***A*** | ***D*** | ***GN*** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Standard 2***  ***Professional Learning Leadership*** | | | | Exemplary | Accomplished | Developing | Growth Needed |
| ***2a. Organizing physical space for work***  ***\*\*Correlates with Responsibility, Dependability & Attendance*** | | | | * Organizes a safe, physical space, resulting in maximum participation or work performance of all employees | * Organizes a safe, physical space, resulting in acceptable level of participation or work performanceby all employees | * Organizes a safe, physical space but neglects some aspects resulting in limited participation or work performance of some employees | * Physical space is not safe and is not conducive to productive work efforts. |
| ***2a. Rating*** | | | | Notes: | | | |
| ***E*** | ***A*** | ***D*** | ***GN*** |
|  | | | | | | | |
| ***2b. Establishes and maintains an environment of trust and respect***  ***\*\*Correlates with current evaluation*** | | | | * Interactions with all superintendents and district staff are characterized by mutual support and cooperation with fully developed trust and respect | * Interactions with all superintendents and district staff are characterized by mutual support and cooperation, developing both trust and respect | * Maintains cordial relationships with superintendents and district staff to fulfill required duties | * Interactions with superintendents and district staff are negative and self-serving |
| ***2b. Rating*** | | | | Notes: | | | |
| ***E*** | ***A*** | ***D*** | ***GN*** |
|  | | | | | | | |
| ***2c. Engages participants in planning and delivery of professional learning*** | | | | * Regional Plans and goals provide and ensure that opportunities for engagement by all districts are used to maximize participant professional learning or service delivery. | * Regional Plans and goals provide opportunities for engagement in professional learning or service delivery appropriate to participants needs. | * Regional plans and goals provide evidence of limited planning to engage participants in professional learning or service delivery. | * Regional Plans and goals provide no evidence of planning for engagement of participants in professional learning or service delivery. |
| ***2c. Rating*** | | | | Notes: | | | |
| ***E*** | ***A*** | ***D*** | ***GN*** |
|  | | | | | | | |
| ***2d. Shares expertise with others***  ***\*\*Correlates with interpersonal relationships*** | | | | * Regularly leads and contributes to ensure oversight of events that positively impact learning * Leads learning experiences in order to support collaborative relationships with all participating school districts and regional partners | * Has supportive and collaborative relationships with colleagues and others being served. | * Is polite but never shares learning experiences with colleagues and other being served. | * Relationship with colleagues and others being served is characterized by negativity or combativeness. * Doesn’t share learning experiences with colleagues and others being served. |
| ***2d. Rating*** | | | | Notes: | | | |
| ***E*** | ***A*** | ***D*** | ***GN*** |
|  | | | | | | | |
| ***2e. Demonstrates flexibility and responsiveness within your role in the organization***  ***\*\*Correlates with productivity & quality of work*** | | | | * Is continually seeking ways to improve professional support and makes changes as needed in response to input from all stakeholders with the ability to create supportive systems and structures * Communications are two-way, appropriate, professional and responsive to the concerns of intended audience | * Recognizes needs  *and makes needed improvement in professional support* | * Makes changes in professional support only when confronted with evidence of the need for changes | * Adheres to the same goals and plans, in spite of evidence of inadequacy of progress |
| ***2e. Rating*** | | | | Notes: | | | |
| ***E*** | ***A*** | ***D*** | ***GN*** |
| ***Section 3***  ***External Development*** | | | | Exemplary | Accomplished | Developing | Growth Needed |
| ***3a. Reflecting on Practice*** | | | | * Makes a thoughtful and accurate assessment of professional support’s effectiveness and the extent to which it achieved its intended outcomes, citing many specific examples from the professional support events and weighing the relative strengths of each * Offers specific alternative actions or refinements, complete with the probable impact of the possible revisions to practice based on reflection * Uses data to drive the reflective process and discussions with colleagues and supervisors | * Makes an accurate assessment of professional support’s effectiveness and the extent to which it achieved its intended outcomes and can cite general references to support the judgment * Makes specific suggestions to refine practice based on an agreed upon reflection protocol * Effectively uses multiple sources of data throughout the reflective process to improve practice | * Has a generally accurate impression of professional support’s effectiveness and the extent to which intended outcomes were met * Makes general suggestions about how professional support could be improved * Shows minimal evidence of data used in the reflective process to improve practice | * Executive Director does not know whether professional support was effective or achieved its intended outcomes, or s/he profoundly misjudges the success * Has no suggestions for how professional support could be improved * Shows no evidence of data used in the reflective process to improve practice |
| ***3a. Rating*** | | | | Notes: | | | |
| ***E*** | ***A*** | ***D*** | ***GN*** |
|  | | | | | | | |
| ***3b. Management and Organization***  ***\*\*Correlates with evaluation of related job description*** | | | | * Follows Cooperative’s standardized policies and procedures and maintains a highly effective system of recordkeeping for forms, taking a leadership role with colleagues. * Maintains and shares a calendar/schedule that prioritizes time, tasks, and distribution of work * Consistently models compliance with state and federal regulations related to their daily work and supports colleagues as they do the same | * Follows Cooperative’s standardized policies and procedures and maintains a system of recordkeeping * Maintains and shares calendar/schedule consistently and effectively that allows for prioritizing time and/or resources * Consistently follows state and federal regulations related to their daily work | * The system for maintaining records and following policies and procedures is minimal, inconsistent, and/or only partially effective * Maintains a calendar/schedule but it requires frequent monitoring to avoid errors. Calendar is not shared with Board of Directors * Is familiar with state and federal regulations related to their daily work | * System for maintaining records and following policies and procedures are nonexistent or in disarray * Maintenance of a calendar/schedule is in disarray, resulting in errors and confusion. Calendar is not shared with Board of Directors. * Is unaware of state and federal regulations related to their daily work. |
| ***3b. Rating*** | | | | Notes: | | | |
| ***E*** | ***A*** | ***D*** | ***GN*** |
|  | | | | | | | |
| ***3c. Communicates Effectively and Establishes a Culture of Improvement*** | | | | * Communication with others is highly respectful, is frequent and varied, and promotes positive public relations on behalf of the Cooperative establishing a culture of professional inquiry      * Makes frequent attempts to engage others in Cooperative initiatives | * Frequently communicates respectfully and provides timely feedback, while promoting positive public relations on behalf of the Cooperative * Consistently attempts to engage others in Cooperative initiatives * Communications are two-way and appropriate to the needs of intended audience | * Makes sporadic attempts to communicate cordially and maintain positive public relation on behalf of the Cooperative * Makes some attempts to engage others in Cooperative initiatives * Communications are one-way and not always appropriate to the needs of intended audience | * Communication with others is sporadic or inappropriate * Makes no attempt to engage others in Cooperative initiatives * Communications are not appropriate to the needs of intended audience |
| ***3c. Rating*** | | | | Notes: | | | |
| ***E*** | ***A*** | ***D*** | ***GN*** |
|  | | | | | | | |
| ***3d. Participates in a Professional Learning Community*** | | | | * Relationships with colleagues are characterized by mutual support and cooperation, the Executive Director takes initiative in assuming leadership * Takes a leadership role in promoting a culture of professional inquiry and models for others in and outside of the organization * Daily activities are aligned to the Cooperative systems and priorities to continually assess the mission | * Relationships with colleagues are characterized by mutual support, shared trust, and cooperation building a sense of teamwork and purpose * Actively participates in a culture of professional inquiry * Volunteers to participate in Cooperative events and projects, making a substantial contribution. | * Maintains cordial relationships with colleagues to fulfill duties that the Cooperative requires * Becomes involved in the Cooperative’s culture of professional inquiry when invited to do so * Participates in Cooperative events and projects when specifically asked to do so      * Is familiar with the mission, but inconsistently aligns daily activities | * Relationships with colleagues are negative or self-serving * Avoids participation in a professional culture of inquiry, resisting opportunities to become involved * Avoids becoming involved in Cooperative events or projects * Is not familiar with the mission; therefore, does not align daily activities |
| ***3d. Rating*** | | | | Notes: | | | |
| ***E*** | ***A*** | ***D*** | ***GN*** |
|  | | | | | | | |
| ***3e. Grows and Develops Professionally***  ***(Professional Growth Plan: Professional Learning Goal)***  ***\*\*Correlates with present evaluation*** | | | | * Seeks out opportunity to support every school district and makes a systematic effort to conduct action research * Seeks out feedback on performance from both supervisors and colleagues * Contributes frequently to the professional growth of colleagues to build individual and organizational capacity and initiates important and/or innovative activities, products, and systems that contribute to the profession * Skillfully leads the professional growth of colleagues to build individual and organizational capacity | * Serves as an advocate for professional learning and welcomes feedback from colleagues * Contributes frequently to the professional growth of colleagues to build individual and organizational capacity | * Participates in professional activities to a limited extent when it is convenient and/or only when directed by his/her supervisor * Accepts, with some reluctance, feedback on performance from both supervisors and colleagues * Contributes minimally to the profession | * Engages in no professional support activities to enhance knowledge or skill * Resists feedback on performance from either supervisors or more experienced colleagues * Makes no effort to share knowledge with others or to assume professional responsibility |
| ***3e. Rating*** | | | | Notes: | | | |
| ***E*** | ***A*** | ***D*** | ***GN*** |
|  | | | | | | | |
| ***3f. Shows Professionalism***  ***\*\* Correlates with current evaluation*** | | | | * Takes a leadership role with colleagues and can be counted on to hold the highest standards of positivity, honesty, integrity and confidentiality showing respect for differences and cultures * Is highly proactive in serving educational professionals, seeking out resources when needed | * Exhibits high standards of positivity, honesty, integrity, and confidentiality in interactions with colleagues, education professionals, and the public showing respect for differences and cultures * Is active in serving education professionals, working to ensure that all receive a fair opportunity for support that enhances growth * Maintains an open mind in team or departmental decision-making | * Is honest in interactions with colleagues, education professionals, and the public showing respect for differences and cultures * Inconsistently attempts to serve all education professionals which may interfere with growth * Executive Director’s decisions and recommendations are based on limited but genuinely professional considerations      * Executive Director usually complies with cooperative guidelines | * Dishonest or sometimes reluctant to interact honestly with colleagues, education professionals, and the public, disregarding differences and cultures * Is not alert to the needs of education professionals which may contribute to some being ill-served by the Cooperative * Makes decisions and recommendations based on self-serving interests |
| ***3f. Rating*** | | | | Notes: | | | |
| ***E*** | ***A*** | ***D*** | ***GN*** |

Sources of Evidence

Observation

Collaborative Colleague

Professional Growth Plan

Professional Work Growth Goal

Self-Reflection- video

Participant Voice (evaluations)