






## Coordinator Observation Scoring Form SY15-16

### Practice 1: Build Shared Purpose






#### Indicator 1.1: Implement a Program Aligned to the District Vision, Mission, Goals, and Initiatives

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <ul style="list-style-type: none"> <li>• Demonstrates a limited awareness of all programs in his or her area of focus, including those that he or she does not directly oversee, which are being implemented at school sites.</li> <li>• Communicates the program mission and objectives to educators and other stakeholders.</li> </ul>	 <ul style="list-style-type: none"> <li>• Aligns programs and services that he or she oversees with district mission and annual objectives.</li> <li>• Gathers evidence of program accomplishments to monitor program and service                             <ul style="list-style-type: none"> <li>○ contributions to the district vision and mission</li> <li>○ degree to which the program meets its mission and objectives.</li> <li>○ implementation fidelity and relative program alignment to school objectives</li> </ul> </li> </ul>	 <ul style="list-style-type: none"> <li>• Shares evidence of program contributions to mission and vision attainment.</li> <li>• Engages school- and district-level staff and others in reflecting on program progress toward realizing the district vision and mission.</li> <li>• Engages school leadership in reflecting on school-based program fidelity</li> </ul>	 <ul style="list-style-type: none"> <li>• Coaches other leaders on developing, enacting, and monitoring a program in support of the district mission and vision.</li> <li>• Contributes to district mission and vision setting and district improvement planning by participating on committees.</li> </ul>	 <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

## Practice 2: Focus on Learning






### Indicator 2.1: Support Student Access to Effective Instructional Programs through Administration of District, Territory, and/or Federal Programs

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <ul style="list-style-type: none"> <li>• Uses VIDE's curriculum frameworks to develop a common language for discussing instructional practices with school leaders and staff for the programs that he or she oversees.</li> <li>• Plans for communication with staff and other stakeholders about the program(s) objectives and intended effects.</li> <li>• Has the knowledge of federal or other legal responsibilities associated with program implementation.</li> </ul>	 <ul style="list-style-type: none"> <li>• Connects school leaders and staff with relevant research on best instructional practices pertaining to the programs that he or she oversees.</li> <li>• Maintains monitoring system of program implementation that engages staff in reflecting on practices.</li> <li>• For the programs that he or she oversees, monitors implementation of communications plan to ensure that stakeholders are well informed.</li> <li>• Complies with federal or other legal responsibilities associated with program implementation.</li> </ul>	 <ul style="list-style-type: none"> <li>• Supports school leaders and staff by providing access to high- quality, differentiated professional development (not limited to district sessions) that addresses program priorities.</li> <li>• Collaborates with school leaders and staff to revise programs for improved school climate.</li> <li>• Identifies and adjusts programs to meet unique school contexts without loss of fidelity.</li> <li>• Shares program leadership responsibilities among stakeholders to build program support.</li> </ul>	 <ul style="list-style-type: none"> <li>• Advocates at the district level for coordination of educator professional development to create a coherent support system.</li> <li>• Coaches or mentors school leaders, other district staff, or instructional personnel on effective program implementation and communications processes.</li> </ul>	 <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.






### Practice 3: Manage Organizational Systems

#### Indicator 3.1: Build and Maintain Program Systems

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <ul style="list-style-type: none"> <li>For the programs that he or she oversees, provides limited support to school leaders and staff in establishing program(s).</li> </ul>	 <ul style="list-style-type: none"> <li>Establishes and maintains program timelines, organizational structure, and activities according to budget.</li> </ul>	 <ul style="list-style-type: none"> <li>Evaluates the program-level resources, services, processes, and procedures to identify areas for improvement and modification.</li> <li>Distributes program leadership responsibilities, as appropriate, to staff in collaboration with the school leader.</li> <li>Coordinates program implementation with staff to maximize efficiency and support district improvement.</li> </ul>	 <ul style="list-style-type: none"> <li>Leads or contributes to districtwide efforts to promote distributed leadership models and better career opportunities for teacher leaders.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Leads or contributes to school-based efforts to promote distributed leadership models (if program is not implemented districtwide).</li> </ul>	 <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>






Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

### Indicator 3.2: Lead and Develop Personnel

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <ul style="list-style-type: none"> <li>Limited communication to staff about the availability of professional development opportunities pertaining to programs.</li> <li>Identifies professional development needs.</li> <li>Supports staff with consistent meetings and time for substantive discussion about supports and inhibitors of student success in program-related areas.</li> <li>Uses districtwide communications (e.g., newsletter, e-mail) and leadership meetings to keep staff informed about policies, procedures, awards, and other news.</li> </ul>	 <ul style="list-style-type: none"> <li>Aligns professional development with specific areas of focus identified by staff as high-need topic areas.</li> <li>Ensures that professional development opportunities pertaining to the program are well planned, to include communicating expectations, setting agendas, arranging locations, and evaluating results.</li> <li>Assists school and district leaders in analyzing data and identifying trends for professional growth.</li> <li>Builds interpersonal rapport with school leaders and staff.</li> <li>Works with other district leaders to engage staff or school leaders in professional learning community activities.</li> </ul>	 <ul style="list-style-type: none"> <li>Monitors and supports educators in applying learning to school or classroom activities.</li> <li>Leads and facilitates reflective conversations with staff.</li> <li>Plans and implements PD based on needs identified through professional growth.</li> <li>Establishes and maintains professional traditions and practices in the district that engage staff in celebrating accomplishments.</li> </ul>	 <ul style="list-style-type: none"> <li>Leads, contributes to, or evaluates districtwide efforts at designing and sustaining a professional development delivery system.</li> <li>Coaches or mentors peers in best practices for carrying out program-level responsibilities.</li> <li>Contributes collaboratively to the districtwide evaluation of and modification to the professional development programs in order to build professional learning communities.</li> </ul>	 <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>






Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

### Indicator 3.3: Manage Resources

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <ul style="list-style-type: none"> <li>Locates available fiscal, personnel, and/or material resources in a legal and equitable manner that supports the district's vision, mission, and goals as applicable.</li> <li>Strategically allocates his or her own time and/or other staff members' time to support staff.</li> </ul>	 <ul style="list-style-type: none"> <li>Sets and monitors the program or district budget (as appropriate) or ensures that the program or district operates within established budgetary guidelines.</li> <li>Uses funds (as appropriate) to secure developmentally appropriate and relevant resources that will enhance the program's goals and purpose.</li> <li>Evaluates how his or her own time or staff members' time is being used; advocates for more effective use of time, as necessary.</li> </ul>	 <ul style="list-style-type: none"> <li>Evaluates the effective, legal, and equitable use of the program's fiscal (as appropriate), personnel, and material resources.</li> <li>Collects and analyzes data from a variety of sources— including feedback from stakeholders—in evaluating use of program resources.</li> <li>Leads and works with school leaders, teacher leaders, and/or individual teachers to improve use of time.</li> </ul>	 <ul style="list-style-type: none"> <li>Advocates for and contributes to district or statewide efforts to improve the effective and efficient use of resources.</li> <li>Pursues funds (as appropriate) for new technologies and resources that will improve progress toward program objectives.</li> <li>Collaboratively develop systems of time management that can improve performance and efficiency of other district programs.</li> </ul>	 <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.






### Indicator 3.4: Mobilize Community Resources

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <ul style="list-style-type: none"> <li>Assists in the creation of a plan for allocating resources to district-level programs or schools that support their interaction with community organizations and families.</li> <li>Attempts to develop partnerships with community organizations that provide supports to students.</li> </ul>	 <ul style="list-style-type: none"> <li>Uses a variety of data sources to monitor and assess the impact of community resources in promoting student learning, solving school problems, and achieving school goals.</li> <li>Establishes partnerships with community organizations that provide supports to students.</li> </ul>	 <ul style="list-style-type: none"> <li>Collaborates with school leaders or staff to expand the use of community resources to accomplish the district mission.</li> <li>Uses multiple strategies for communicating the district's needs to community organizations.</li> <li>Grows mutually beneficial partnerships with businesses and community-based organizations to share district, school, and community resources, such as buildings and playing fields.</li> <li>Collaborates with health, social, and other service organizations to connect schools with important services, as appropriate.</li> </ul>	 <ul style="list-style-type: none"> <li>Advocates for the development and better use of community assets in enhancing districtwide efforts to implement effective, relevant school programs.</li> <li>Work collaboratively with other district leaders on effective strategies or methods for mobilizing community resources.</li> <li>Advocates for understanding, communication, and collaboration between nongovernmental organizations, businesses, and the district to promote equity and excellence in education.</li> </ul>	 <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

## Practice 4: Lead with Integrity

### Indicator 4.1: Mobilize Community Resources

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <ul style="list-style-type: none"> <li>• Inconsistent adherence to district and state ethical and legal principles.</li> <li>• Completes the professional growth plan.</li> <li>• Attends professional development offered to leaders by the district.</li> </ul>	 <ul style="list-style-type: none"> <li>• Engages in honest interactions based on ethical and legal principles.</li> <li>• Demonstrates respect for others and honors confidentiality.</li> <li>• Models self-reflection by evaluating one's practice and adjusting it accordingly.</li> <li>• Pursues professional development and training to support and lead key programs and efforts in the district.</li> <li>• Sets professional goals that are aligned to district needs.</li> </ul>	 <ul style="list-style-type: none"> <li>• Models collective responsibility by demonstrating personal accountability for mistakes and professional learning.</li> <li>• Collaborates with colleagues within the district and beyond to continuously improve leadership skills.</li> <li>• Applies learning gained from the professional growth plan to change personal practices.</li> <li>• Attains professional goals that are aligned to district needs.</li> </ul>	 <ul style="list-style-type: none"> <li>• Coaches or mentors other district leaders on acting ethically and with integrity.</li> <li>• Contributes to district efforts to improve district-level leader professional development.</li> <li>• Coaches or mentors other district leaders in growing as a professional to better meet district needs.</li> </ul>	 <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.