***Lebanon Administrative Standards ~ Directors & Supervisors***

The following domains and standards apply to administrators that are not assigned to school buildings. These employees are in management positions throughout the district. Though these standards could apply to any leader, they are specifically written for non-building administrators.

| **Domain I: Management Skills** |
| --- |
| **Standard 1: Organization** |
| 1. Maintains a professional office and working environment. |
| 1. Demonstrates strong verbal, written, and technology communication skills including the ability to clearly articulate key processes in the system. |
| 1. Understands budgets and effectively uses and leverages resources to achieve improved outcomes for all students. |
| **Standard 2: Commitment to Follow through** |
| 1. Pays attention to detail. |
| 1. Complete projects within budget and on time. |
| 1. Dependable and trustworthy to complete assigned tasks. |
| **Standard 3: Professional and ethical behavior** |
| 1. Treats everyone with high levels of respect, integrity, and confidentiality. |
| 1. Committed to district vision, values, and initiatives. |
| 1. Models professionalism and follows all contracts, legal obligations, district policies/ procedures, and keeps professional obligations. |
| 1. Focused on the best interests of students and the district. |
| **Standard 4: Customer Focus** |
| 1. Understands and delivers high quality service at all times. |
| 1. Responds effectively to requests throughout the organization. |
| 1. Continually builds positive relationships with internal and external community members. |

***Lebanon Administrative Standards ~ Directors & Supervisors***

The following standards apply to administrators that are not assigned to school buildings. These employees are in management positions throughout the district. Though these standards could apply to any leader, they are specifically written for non-building administrators.

| **Domain II: Leadership Abilities** |
| --- |
| **Standard 5: Provides Direction** |
| 1. Motivates others toward the achievement of shared goals. |
| 1. Maintains high expectations and effectively uses evaluation systems to provide employee feedback and professional growth opportunities. |
| 1. Effectively provides a clear vision to achieve the work. |
| 1. Able to synthesize a collection of ideas into a course of action. |
| **Standard 6: Facilitates Positive Change** |
| 1. Effectively plans, implements, and leads change while understanding the complexities of balancing competing priorities. |
| 1. Demonstrates a willingness to learn and accept feedback. |
| 1. Creative possibility thinker who imagines possibilities to overcome obstacles. |
| **Standard 7: Achieves Results** |
| 1. Uses data to monitor progress toward measurable goals and continuously improve all outcomes. |
| 1. Assumes bottom line authority for the success of their department/area of responsibility. |
| 1. Strategic thinker who is able to empower others to take responsibility for results. |
| 1. Creates partnerships to achieve results. |
| 1. Designs and implements effective systems to continuously improve all outcomes. |
| **Standard 8: Promotes Teamwork** |
| 1. Works collaboratively across departments to support each others success. |
| 1. Demonstrates the ability to understand others points of view and is continually working toward becoming culturally competent. |
| 1. Shares information, listens, supports, and empowers team members. |
| 1. Demonstrates effective facilitation skills. |
| 1. Engages with the external community and partner organizations. |
| **Standard 9: SMART Goal 1** |
| **Standard 10: SMART Goal 2** |

***Non-Building-Based Standard 1: Organization***

| **Unsatisfactory[[1]](#footnote-1)** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Office is **cluttered and messy** so that clients have to move items to find a place to sit or work.  Documentation is **not efficiently organized.**  As a result, the administrator **must take** extra time to locate critical information. Office operates hectically and **lacks** professionalism due to ineffective systems. Important papers and files are sometimes lost or misplaced.  Discussions email, letters, (communications) are **sometimes**  **unclear** and misunderstood by the client. Clients report confusion on a regular basis. Clients do not have a clear and uniform vision of school processes.  Budget elements cannot be defended and explained. Reminders are required to turn in necessary budget items. Resources are sometimes not used effectively or remain unspent. As a result, it is more difficult to achieve the district vision. | Office is **cluttered** so that clients may have to move items to find a place to sit or work.  Documentation is **not efficiently organized.** As a result, the administrator **may take** extra time to locate critical information. Office operates hectically and **may lack** professionalism due to ineffective systems. Important papers and files are sometimes lost or misplaced.  Discussions email, letters, (communications) are **sometimes**  **unclear** and misunderstood by the client. Clients report some confusion. Clients do not have a clear and uniform vision of school processes.  Budget elements cannot be **clearly** defended and explained. Reminders are required to turn in necessary budget items. Resources are sometimes not used effectively or remain unspent. As a result, it is more difficult to achieve the district vision. | Office is **inviting and tidy** enough that clients can sit comfortably and participate in a meeting without having to look at confidential information or having to move items to find a place to sit or work.  Documentation is organized in such a way that administrator can usually access critical information in a timely manner to meet the needs of their clients. Office operates with calmness, efficiency and professionalism due to effective underling systems.  Discussions email, letters, (communications) are **usually** clear and understandable by client. Clients report little confusion. Clients have a clear and uniform vision of school processes.  Every budget element can be **clearly** defended and explained. **Appropriately** allocates targeted resources and uses those resources to achieve the district vision. | Office is **immaculate,** appropriately furnished. **All** paperwork binders and clutter are out of sight. Seating space is available for meetings.  Documentation is **meticulously** organized in such a way that the administrator can access critical information in a timely manner as necessary. Office operates with **exceptional** calmness, efficiency and professionalism due to effective underling systems.  Discussions email, letters, (communications) are **impeccably** clear and understandable by client. Clients report no confusion. Clients have a clear and uniform vision of school processes.  Every budget element can be **clearly** defended and explained. **Appropriately** allocates targeted resources and uses those resources in a **highly effective** and efficient way to achieve the district vision. |

***Non-Building-Based Standard 2: Commitment to Follow Through***

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| **Does not** pay attention to detail on projects, plans, evaluations, observations. As a result, work is **frequently half-completed** or several reminders are needed in order to complete the assigned work.  Attempts to support implementation of plans but **frequently fails** in follow through. Goals are not met on a regular basis. Projects are **frequently** over-budget and late.  **Administrator cannot be relied upon** to complete assigned tasks. | **Sometimes** completes projects within budget and on time. Work is **occasionally** half-completed or reminders are needed in order to complete the assigned work.  Attempts to support implementation of plans but sometimes fails in follow through. Goals are not met on a regular basis. Projects are **occasionally** over-budget and late.  **Sometimes the administrator can be relied** upon to complete tasks. Attempts are made to support implementation of plans, but **sometimes fails** in the follow through of effort. | **Completes projects** within budget and on time. **Reminders are rarely needed** to complete assigned work.  **Pays attention to detail** on projects, plans, evaluations, observations, and work assignments. Completes assignments and meets required outcomes.  **Supports the implementation of plans** and follows through to make sure things tasks get completed. Goals are met on a regular basis.  **Administrator can be relied upon** to complete tasks. | **Ensures the completion of projects** within budget and on time by working and planning ahead. **Reminders are not needed** to complete assigned work. Often completes additional work beyond what was required or expected.  **Pays strict attention to detail** on projects, plans, evaluations, observations, and work assignments. Completes assignments and meets or exceeds the required outcomes.  **Strongly supports the implementation of plans** and follows through to make sure things tasks get completed. Goals are almost always met or exceeded.  **Administrator can be strongly relied upon** to complete tasks. |

***Non-Building-based Standard 3: Professional and Ethical Behavior***

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| Interactions with stakeholders (board, team members, staff, parents, students) are **sometimes disrespectful, dishonest or not held in confidence.**  **Lacks commitment** to the district vision, values, and initiatives. **Weak efforts are made** to follow contracts, district obligations, policies, and procedures.  **Not frequently engaged** in activities that focus on the best interests of students and the district. | Interactions with stakeholders (board, team members, staff, parents, students) are **occasionally disrespectful, dishonest or not held in confidence.**  **At times lacks commitment** to the district vision, values, and initiatives. **Inconsistent efforts are made** to follow contracts, district obligations, policies, and procedures.  **Inconsistently engaged** in activities that focus on the best interests of students and the district. | **Models** positive examples of respect, integrity, and confidentiality with all interactions. **Is engaged** with all stakeholders by promoting and supporting the district vision and values.  **Provides resources** for the implementation of district values and vision. **Is competent** in professional adherence to following contracts, district obligations, policies, and procedures.  Committed to **following all contracts** and obligations with the respect, integrity, and confidentiality.  **Is committed to** keeping the focus on what is in the best interest of students at all levels and in all settings. | **Encourages and models** positive examples of respect, integrity, and confidentiality with all interactions. **Highly engaged** with all stakeholders (board, team members, staff, parents, students) by promoting and supporting the district vision and values.  **Provides and secures resources** for the implementation of district values and vision. **Is distinguished** in professional adherence to following contracts, district obligations, policies, and procedures.  Committed to **following all contracts** and obligations with the **utmost** respect, integrity, and confidentiality.  **Is passionate** about keeping the focus on what is in the best interest of students at all levels and in all settings. |

***Non-Building-based Standard 4: Customer Focus***

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| **Makes little effort to** interact with and responds to the needs of students, parents, staff, community, team members, and the school board. As a result, **a lack of confidence and trust** is reflected in the administrator’s ability to serve others with a customer focus.  **Unaware of the need to** utilize input from students, parents, staff, community, and school board about ways to improve the organization.  **Limited awareness exists** of the importance and need to build positive relationships. As a result, poor decisions that negatively affect people in the organization occur on a regular basis. | **Inconsistently attempts to** interact with and responds to the needs of students, parents, staff, community, team members, and the school board with levels of quality, service, and satisfaction. As a result, **there may be a lack of confidence and trust** is reflected in the administrator’s ability to serve others with a customer focus.  **Infrequently** utilizes input from students, parents, staff, community, and school board about ways to improve the organization.  **Is aware** that interactions can create and build positive relationships, but is not always effective in their attempts to build and develop those relationships. | **Effectively** interacts with and responds to the needs of students, parents, staff, community, team members, and the school board with **strong** levels of quality, service, and satisfaction. As a result, trust is developed throughout the organization.  **Usually** seeks and utilizes input from students, parents, staff, community, and school board about ways to improve the organization and moves forward with action plans to improve.  **Recognizes and attempts** to make interactions with others an opportunity to build positive relationships. | **Constantly** interacts with and responds to the needs of students, parents, staff, community, team members, and the school board with **high** levels of quality, service, and satisfaction. As a result, strong trust is developed throughout the organization.  **Proactively and constantly** seeks and utilizes input from students, parents, staff, community, and school board about ways to improve the organization and moves forward with action plans to improve.  Is **acutely aware** and **committed** to make each interaction with others an opportunity to build positive relationships. As a result, people are consistently seeking their advice and support to achieve improved outcomes for the organization. |

***Non-Building-based Standard 5: Provides Direction***

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| **Unable to motivate** others in the organization toward the achievement of shared goals. There is clear evidence of weak or ineffective systems.    **Inconsistently or does not** engage in goal setting and does not provide strategic formative and summative feedback throughout the evaluation cycle. Lacks high expectations for self and others. There is little evidence of personal goals.  **Lacks a** **vision and does not** ask for feedback and support when needed. Action plans are incomplete and ineffective. As a result, team members **are not able to achieve their goals** and the organization/department does not reach their potential. | **Inconsistently motivates** others in the organization toward the achievement of shared goals. There is clear evidence of weak or ineffective systems.    **Inconsistently** engages in goal setting and rarely provides strategic formative and summative feedback throughout the evaluation cycle. Lacks high expectations for self and/or others. Does not set personal **goals that can be measured.**  Lacks a clear **vision and rarely** asks for feedback and support when needed. Action plans are incomplete or ineffective. As a result, team members **are not able to achieve their goals consistently** and the organization/department does not reach their potential. | **Motivates** others in the organization toward the achievement of shared goals through guidance, support, follow through, and **effective systems.**  Engages in **regular goal setting** with strategic formative and summative feedback throughout the evaluation cycle. Maintains **strong** expectations for self and others. Sets personal **goals that are measurable** and provide **helpful** direction to the organization.  Makes the **vision explicit** to all stakeholders and asks for feedback and support as needed. Creates action plans that are implemented with clear timelines. As a result, team members are able to achieve their goals consistently. | **Highly motivates** others in the organization toward the achievement of shared goals through guidance, support, follow through, and **highly effective systems.**  Engages in **effective goal setting** with strategic formative and summative feedback throughout the evaluation cycle. Maintains **high** expectations for self and others. Sets personal **goals that are aggressive, measurable,** and provide **strong** and **helpful** direction to the organization.  Makes the **vision explicit and transparent** to all stakeholders and asks for feedback and support as needed. Creates **strong** action plans that are implemented with clear timelines. As a result, team members are provided strong direction and able to achieve their goals consistently and often go above and beyond the call of duty for the organization. |

***Non-Building-based Standard 6: Facilitates Positive Change***

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| **Unable or makes no attempt** to bring people together, gain support, agreement, and communicate to others a vision of things that should be changed/improved. As a result, the status quo is often defended and discussions center around reasons why things cannot or should not be changed. Improvement is rare.  **Unwilling to recognize** and accept feedback from others. Frequently gets defensive and provides excuses when confronted with the need to change/improve.  Status quo manager who is **unable** to see the big picture. Stuck in yesterday. As a result, there is no change/improvement occurring in their department/organization. | **Inconsistent** in the ability to bring people together, gain support, agreement, and communicate to others a vision of things that should be changed/improved. As a result, the status quo is often defended and discussions center around reasons why things cannot or should not be changed. Improvement is rare.  **Rarely seeks the input** of others to synthesize and apply ideas that will lead to positive change.  Status quo manager who is **frequently unable** to see the big picture. Stuck in yesterday. As a result, there is little to no change/improvement occurring in their department/organization. | Has a **strong** ability to bring people together, gain support, agreement, and communicate to others a **defined** vision of things that should be changed/improved. Realizes and can **adjust** to the unintended consequences of positive change.  **Consistently seeks the input** of others to synthesize and apply ideas that will lead to positive change. Input includes reading, dialog with others, attending conferences, and applying those ideas through written plans and proposals.  Creative, visionary leader who has the ability to **communicate and resolve** most issues effectively. As a result, there is buy-in and support for change. | Has an **exceptional** ability to bring people together, gain support, agreement, and communicate to others a **clear and defined** vision of things that should be changed/improved. Realizes and can **adjust effectively** to the unintended consequences of positive change.  **Actively** **seeks the input** of others to synthesize and apply ideas that will lead to positive change. **Effective** input includes reading, dialog with others, attending conferences, and applying those ideas through written plans and proposals.  Creative, visionary leader who has the ability to **effectively** **communicate and resolve** complex issues and see those issues from multiple points of view. As a result, there is tremendous buy-in and support for change that will lead to positive results. |

***Non-Building-based Standard 7: Achieves Results***

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| **Is unaware** of how data can be analyzed in qualitative and quantitative ways and as a result data is frequently not used or accessed ineffectively.  **Rarely** makes data available to others so that it is not frequently used to set goals or make mid-course corrections.  **Does not believes** or demonstrate through actions that the status quo can be improved. As a result, there is **little** to **no effort** placed to problem-solve around obstacles that hinder program improvement unless forced to address the issues through outside pressure.  **Rarely** provides **alternative solutions** or invite others to participate so there is **little to no evidence** of **effective** strategies/actions occurring.  **Few** people and resources are working together to achieve results and improve outcomes. There is evidence of an apathetic or negative community that is regularly involved in blaming others and finger-pointing. | **Is somewhat aware** of how data can be analyzed in qualitative and quantitative ways but does not ask enough questions to truly understand the data.  **Inconsistently** makes data available to others so that it is not frequently used to set goals or make mid-course corrections.  **Believes** but does not demonstrate through actions that the status quo can always be improved. As a result, there is **little** **effort** placed to problem-solve around obstacles that hinder program improvement.  **Occasionally** provides **alternative solutions** or invite others to participate so but there is little evidence of **effective** strategies/actions occurring.  **Some** people and resources are working together to achieve results and improve outcomes. There is evidence of an apathetic or disinterested community that is getting mixed results for their efforts. | **Understands** and uses a variety of data (qualitative and quantitative) on a regular basis in order to achieve results. Knows and practices how to ask questions about data.  **Continuously** makes data available in a so **most** stakeholders can analyze and gain insights from their data in the midst of projects and adjust strategies accordingly.  **Believes** that the status quo can always be improved and **uses creativity** and **innovation** to problem-solve around obstacles that hinder program improvement.  Provides **alternative solutions** and invites others to participate and bring ideas to the table so that the **effective** strategies can be implemented and actions can be taken.  **Most** people and resources are working together to achieve results and improve outcomes. There is evidence of a healthy and vibrant community that is continuously improving **most of the time**. | **Understands** and **expertly** uses a variety of data (qualitative and quantitative) on a regular basis in order to achieve above average results. Knows and practices how to ask questions about data.  **Continuously** makes data available in a user-friendly way so **all** stakeholders can analyze and gain insights from their data in the midst of projects and adjust strategies accordingly.  **Believes** that the status quo can always be improved and **uses strong/effective creativity** and **innovation** to problem-solve around obstacles that hinder program improvement.  Provides **alternative creative solutions** and invites others to participate and bring ideas to the table so that the **best and most effective strategies** can be implemented and actions can be taken.  **All** people and resources are working together to achieve results and improve outcomes. There is **strong** evidence of a healthy and vibrant community that is continuously improving **at all times**. |

***Non-Building-based Standard 8: Promotes Teamwork***

| **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| --- | --- | --- | --- |
| **Little effort is make** to build strong relationships. Communication between departments does not exist. As a result, misunderstandings, miscommunication, and a loss of work time/doubling work efforts occurs on a regular basis.  Is **not aware** of the need and importance of cultural competency and therefore does not work toward understanding the differences that exists between people from different backgrounds and cultures. As a result, the administrator **does not** attend trainings or seminars that promote and support cultural diversity.  **Rarely** shares information and as a result the information that is shared is generally **inaccurate.** Attempts to listen to stakeholders, but does not change a course of action based upon the input.  **Is ineffective** at facilitating small and large groups. As a result, the teams do not reach their potential and there is evidence of mistrust and dysfunction on the team. | **Attempts** to build strong relationships but communicates ineffectively across departments throughout the organization. As a result, misunderstandings, miscommunication, and a loss of work time occurs on a regular basis.  Is **not fully aware** of the need and importance of cultural competency and therefore does not **consistently** work toward understanding the differences that exists between people from different backgrounds and cultures. As a result, the administrator **infrequently** attends trainings or seminars that promote and support cultural diversity.  **Does not consistently** share information and as a result the information that is shared is sometimes **inaccurate.** Attempts to listen to stakeholders, but does not change a course of action based upon the input.  **At times is ineffective** at facilitating small and large groups. As a result, the teams do not reach their potential and there is evidence of mistrust and dysfunction on the team. | Builds strong relationships **most of the time** by communicating across all departments throughout the organization.  Is **aware** of the need and importance of cultural competency and is **consistently** working toward understanding the differences that exists between people from different backgrounds and cultures. As a result, the administrator **attends** trainings, seminars and reads books that promote and support cultural diversity.  Shares information **accurately**. Authentically listens to all stakeholders, supports/empowers team members.  Facilitates small and large groups so that team members **are usually** working together toward the same outcome. As a result, the team is **usually** meeting the expected outcomes.  **Attempts to** engage the external community and partner organizations. | Builds strong relationships **at all times** by **effectively communicating** across all departments throughout the organization.  Is **acutely aware** of the need and importance of cultural competency and is **constantly** working toward understanding the differences that exists between people from different backgrounds and cultures. As a result, the administrator **regularly attends** trainings, seminars and reads books that promote and support cultural diversity.  **Continuously** shares information, **concisely and accurately**. Authentically listens to all stakeholders, supports/empowers team members.  **Effectively** facilitates small and large groups so that everyone on the team is working together toward the same outcome. As a result, the team is consistently achieving beyond their expectations of success.  **Actively** engages the external community and partner organizations that results in increased resources that helps the organization to achieve the vision. |

**Non-Building-based Standard 9: SMART Goal 1**

| **1** | **2** | **3** | **4** |
| --- | --- | --- | --- |
| This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not  meet their target(s), the SMART goal was not me. Goals are attainable, but not rigorous.  This category also applies when results are missing or incomplete. | This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a  few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as  appropriate) for all students. | This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “met”. The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students. | This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students. |

**Non-Building-based Standard 10: SMART Goal 2**

| **1** | **2** | **3** | **4** |
| --- | --- | --- | --- |
| This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not  meet their target(s), the SMART goal was not me. Goals are attainable, but not rigorous.  This category also applies when results are missing or incomplete. | This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a  few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as  appropriate) for all students. | This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “met”. The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students. | This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students. |

1. The following definitions are used as a guide to evaluate a teacher’s performance. **Unsatisfactory** (U): The performance is unacceptable and must improve significantly. **Basic** (B): The performance is satisfactory, but there are specific areas that can be improved. **Proficient** (P): The performance is strong, and there are no apparent weaknesses. **Exemplary** (E): The administrator’s skills in this content area are in the top 10% of their field and can serve as a model and example to other administrators. There must be significant evidence for an administrator to be ranked Exemplary on a standard. [↑](#footnote-ref-1)