

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division
Personnel Research & Assessment Section

Guide to Managing the RoR Process: Success Indicators

EXAM TITLE: _____

NAME OF CANDIDATE: _____ **EMPLOYEE NUMBER:** _____

The following questions are intended to guide you in assessing the candidate's readiness for the next level position. These questions reflect the areas of experience, knowledge, skill and ability deemed critical for entry into an administrative position. When responding to each of the questions below, it is essential that you consider your observations and assessment of the candidate's job performance as it relates to each question. Think of specific behavioral examples of when the candidate embodied the competency set forth in each question, as well as the overall frequency in which the candidate displays evidence of the competency in question. Finally, it is critical that you consider the candidate's *Portfolio* when responding to these questions. After answering each question, make an overall determination regarding whether the candidate meets the criteria set forth in that specific dimension.

LEADERSHIP & INFLUENCE

Facilitates collaboration with stakeholders on identifying goals, developing and implementing strategies, and assessing progress toward meeting goals.

Success Indicators	Seldom	Occasionally	Regularly
Does this person demonstrate the interpersonal skills necessary to generate trust and support from subordinates and the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person demonstrate leadership (or take on leadership roles) among his/her peers and/or grade level?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person effectively set performance expectations for staff and provide the guidance and support necessary to meet those expectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person successfully establish and maintain effective relationships with students, staff and community members?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After reviewing the above questions, please check one of the following:

Needs Further Development **Meets Dimension Criteria**

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JUDGMENT & DECISIVENESS

Makes sound decisions, reconciles differences, and suggests improvements.

Success Indicators	Seldom	Occasionally	Regularly
Has this person demonstrated that s(he) is capable of being in charge of the school while you are off-campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this person successfully made decisions that impact school operations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person appropriately adhere to relevant District policies and procedures when making decisions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person show that s(he) is capable of handling emergency and/or urgent situations in an effective manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person fully substantiate their decisions by research and data, when appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person take full responsibility for his/her decisions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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EXTRA-ORGANIZATIONAL SENSITIVITY

Understands and shows sensitivity to various ethnic, cultural, linguistic, economic, and disability groups.

Success Indicators	Seldom	Occasionally	Regularly
Does this person have high expectations for all students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person treat all students, parents and staff with respect, regardless of economic status, language, gender, age, ethnicity, physical/mental disabilities, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this person successfully collaborated with diverse stakeholders, agencies and organizations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person protect the rights and confidentiality of all students and staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person model personal and professional ethics, integrity and fairness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person promote equity, tolerance, and respect among all members and groups comprising the school community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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INSTRUCTIONAL LEADERSHIP

Assesses needs, develops and implements an instructional program that fully responds to the identified needs and goals, and monitors its effectiveness.

Success Indicators	Seldom	Occasionally	Regularly
Does this person demonstrate extensive knowledge of the curriculum and the ability to articulate and skillfully implement/monitor the curriculum? Is the above response supported by student data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do the teachers and staff at your school readily turn to this person for instructional advice and recognize this person as an instructional leader?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this person effectively monitored instructional programs targeted towards specific subgroups (e.g. English Learners, Gifted and Talented, Special Education students)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this individual been successful in involving parents in school activities and programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this person successfully led students in improving academic performance; as supported by data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person demonstrate a comprehensive knowledge of the appropriate standards for all grade levels and subjects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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ANALYSIS

Identifies issues, secures relevant information, relates and compares data from different sources and identifies cause/effect relationships.

Success Indicators	Seldom	Occasionally	Regularly
Has this individual successfully reviewed and analyzed multiple sources of data to identify and address the academic weaknesses of students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this individual successfully interpreted and applied qualitative data to initiate improvements in the school community (e.g. improving attendance, suspension, school discipline issues, school safety)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this individual demonstrated an <i>extensive</i> knowledge of the budget process (e.g. the process of making the school budget transparent, creating a contract and starting a new employee, general budget vs. categorical budget, knowledge of timelines for expenditures)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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INITIATIVE & INNOVATIVENESS

Takes action beyond what is necessarily called for in order to achieve desired goals.

Success Indicators	Seldom	Occasionally	Regularly
Does this person seek opportunities outside the normal scope of their everyday work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person readily participate in professional development opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person readily take the lead in offering solutions to problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this person shown the ability to successfully complete a task in a creative or new way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this individual go above and beyond what is required when completing tasks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is this person proactive? Does s(he) take action before action is absolutely necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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PLANNING AND ORGANIZING

Establishes a course of action for self and/or others to accomplish specific goals.

Success Indicators	Seldom	Occasionally	Regularly
Does this individual prioritize and use their time efficiently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this individual arrive at work on time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person demonstrate the capability to align fiscal, human and material resources to support student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person put in extra time and effort to meet the demands of the school site, even if this means working beyond normal scheduled work hours?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this individual maintain a high quality of work when faced with multiple demands and unexpected schedule changes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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WRITTEN & ORAL COMMUNICATION

Uses correct vocabulary, grammar, and sentence structure.

Success Indicators	Seldom	Occasionally	Regularly
Does this individual communicate in a professional tone, incorporating correct vocabulary, grammar and sentence structure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person write and distribute correspondence to stakeholder groups in a timely manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this person had experience speaking extemporaneously, before large and small groups, effectively and concisely?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this person been effective in communicating his/her expectations to parents and teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is this person capable of having a difficult conversation in a positive and constructive manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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