

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Human Resources Division

**POSITION TITLE:**

**NAME OF CANDIDATE:**

**EMPLOYEE NUMBER:**

**SUCCESS INDICATORS**

The following statements are intended to guide you in assessing the candidate's readiness for the next level administrative position. These statements reflect the areas of experience, knowledge, skill and ability deemed critical for entry into an administrative position. When completing the following worksheets, it is essential that you consider your observations and assessment of the candidate's job performance as it relates to each statement. Think of specific behavioral examples of when the candidate displayed evidence of the competency in question, as well as the scope and depth of the related experience. Finally, it is critical that you consider the candidate's *Portfolio* when responding to these statements.

<b>SUCCESS INDICATORS</b>	<b>No Evidence</b>	<b>Needs Further Development</b>	<b>Successful</b>	<b>Exemplary</b>
<b>1. ANALYSIS:</b> <i>Identifies issues, secures relevant information, relates and compares data from different sources and identifies cause/effect relationships.</i>				
Guides staff in review of multiple sources of data to identify and address the academic weaknesses and strengths of students (e.g., prepares improvement plans, academic intervention activities, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interprets and applies quantitative and qualitative data to positively affect school community (e.g., improving attendance, suspension, school discipline issues, school safety, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors MyData Reports and works to develop a plan to assist teachers with analysis and associated modification of curricular and intervention methods (e.g., establish goals and expectations for data use in an on-going professional development plan, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. DEVELOPMENT OF STAFF:</b> <i>Develops the skills and competencies of staff members; assesses career potential; provides development and training activities to enhance performance in current and future jobs.</i>				
Sets performance expectations that support the school's overall mission for all staff and provides the developmental activities necessary to meet expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops and implements strategies for grade-level collaboration and sharing of best practices to influence student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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SUCCESS INDICATORS	No Evidence	Needs Further Development	Successful	Exemplary
<b>2. DEVELOPMENT OF STAFF (Cont'd):</b>				
Differentiates professional development and training techniques to support the unique learning styles of teachers and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assures staff implements applicable methodology learned in professional development sessions in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Builds capacity of instructional staff by providing them opportunities to participate in leadership activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. EXTRA-ORGANIZATIONAL SENSITIVITY: <i>Recognizes the needs and perceives the impact of decisions on various cultural, economic, disability, parent and community groups.</i></b>				
Creates a culture of respect for all parents, students, and staff (regardless of economic status, physical/mental disabilities, language, gender, age, ethnicity, etc...).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protects the rights and confidentiality of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engenders strong working relationship with parents, community members and agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes action to motivate parent participation in the instructional program (e.g., parent center on campus, classroom involvement, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. INITIATIVE &amp; INNOVATIVENESS: <i>Takes action beyond what is necessarily called for in order to achieve desired goals.</i></b>				
Initiates innovative learning environments (e.g., small learning communities, Beyond the Bell intervention, etc.) that support the individual needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>4. INITIATIVE &amp; INNOVATIVENESS (Cont'd):</b>				
Secures resources that are not readily available (e.g., time, space, money and personnel) to address student's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes initiative to address instructional challenges that lead to staff and student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. INSTRUCTIONAL LEADERSHIP: <i>Assesses needs, develops and implements an instructional program that responds to the identified needs and goals, leading to the academic achievement of students.</i></b>				
Promotes a standards-based instructional program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holds staff accountable for implementing District instructional initiatives (e.g., Response to Instruction and Intervention [RTI <sup>2</sup> ]), Culturally Relevant and Responsive Education, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leads staff in differentiating instruction to increase the academic achievement of subgroups (e.g., English Learners, Gifted and Talented, Special Education students).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guides programs geared toward helping at-risk students meet the required standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses multiple sources of data to guide curricular goals and decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates opportunities for staff to collaborate and articulate with teachers of matriculating students (e.g., Fifth grade teachers with sixth grade teachers and vice-versa).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies goals and supports the needs of teachers specific to each grade-level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes and adheres to a structured methodology for conducting classroom observations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>6. JUDGMENT &amp; DECISIVENESS:</b> <i>Makes sound decisions, reconciles differences, and suggests improvements.</i>				
Adheres to relevant District policies, laws (federal, state, and local), California Education Code, and Collective Bargaining Agreements when making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drives decision making processes that will have a positive school-wide impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models integrity, ethics and fairness when making decisions, and holds staff accountable for behaviors demonstrating these same standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to stakeholders' concerns and brings them to a definitive resolution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborates with staff, using various data and information, to determine allocation of monetary, personnel, and instructional resources to meet students' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. LEADERSHIP &amp; INFLUENCE:</b> <i>Facilitates collaboration with stakeholders on identifying goals, developing and implementing strategies, and assessing progress toward meeting goals.</i>				
Develops and implements strategic plans for increasing student learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops and implements action plans in collaboration with school personnel and stakeholders to assess progress in achieving school-wide goals and initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models techniques to remove barriers to academic achievement for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspires and motivates staff to hold a strong commitment to student achievement and success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Provide constructive comments regarding your recommendations to candidates for areas indicated as "No Evidence" or "Needs Further Development":**

**1. ANALYSIS:**

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

**2. DEVELOPMENT OF STAFF:**

*Develops the skills and competencies of staff members; assesses career potential; provides development and training activities to enhance performance in current and future jobs.*

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**3. EXTRA-ORGANIZATIONAL SENSITIVITY:**

*Recognizes the needs and perceives the impact of decisions on various cultural, economic, disability, and parent and community groups.*

**4. INITIATIVE & INNOVATIVENESS:**

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

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**5. INSTRUCTIONAL LEADERSHIP:**

*Assesses needs, develops and implements an instructional program that fully responds to the identified needs and goals, leading to the academic achievement of students.*

**6. JUDGMENT & DECISIVENESS:**

*Makes sound decisions, reconciles differences, and suggests improvements.*

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**7. LEADERSHIP & INFLUENCE:**

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

APPENDIX: Success Indicator Benchmark Definitions

**Exemplary:**

- *Consistently* demonstrates this *Success Indicator* in his/her daily work behaviors and habits.
- Efforts have *consistently* generated positive outcomes which have had a *significant* impact on student achievement and/or school operations.
- Serves as an *expert* with regard to the knowledge, skills and abilities necessary for implementation of the *Success Indicator*.
- Tends to focus on long-term sustainability by mentoring and empowering others to develop their competencies as they relate to the respective *Success Indicator*.

**Successful:**

- *Regularly* demonstrates this *Success Indicator* by engaging in the behavior when the situation warrants.
- Efforts have resulted in positive outcomes, which have had *considerable* impact on student achievement and/or school operations.
- *Possesses* the knowledge, skills and abilities necessary to demonstrate this *Success Indicator*.
- This individual has shown *proficiency* in this area, and does not require mentoring or guidance to achieve success.
- This level describes an individual who addresses school and student needs proactively and considers long-term and school-wide consequences.

**Needs Further Development:**

- The candidate may show the *potential* to achieve the qualities embodied in the success indicators, but has shown *minimal evidence* in his/her daily work.
- The candidate *attempts* to engage in best practices but may not demonstrate desired results.
- Can be considered to be in a learning mode for this *Success Indicator*.
- Individuals at this level tend to see issues from a narrow standpoint rather than seeing issues broadly with a school-wide focus.
- May achieve results but often does so with *considerable assistance* from his/her direct supervisor and must expend considerable effort learning and developing skills.

**No Evidence**

- Individual does not demonstrate the behavior that constitutes this *Success Indicator*.
- Demonstration of this *Success Indicator* is infrequent and/or unsustainable.