



U.S. Virgin Islands Department of Education Essential Practices of Coordinators

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Introduction to Leadership Talent Management

Educational administrators develop and implement districtwide policies and programs that affect school-level leadership, teaching, and learning. Although educational administrators often do not provide direct service to students, their work builds district and school-level capacity and culture. In the U.S. Virgin Islands, coordinators oversee programs and initiatives, and often provide direct support to teachers as they implement new teaching strategies.

Similar to all professionals, U.S. Virgin Islands Department of Education (VIDE) coordinators need evidence-based feedback and professional supports to continue to grow in their positions. Research has associated these types of supports with increased job satisfaction, retention, and performance improvement. Current efforts to improve educational administrators recognize the importance of managing talent across the career continuum. Managing educator talent requires coherence among systems that wrap around and support educators (see Figure 1) and coordination between districts, departments of education, leader preparation programs, and other entities (Behrstock-Sherratt, Meyer, Potemski, & Wraight, 2013).



Figure 1: Talent Management. This figure depicts the systems that develop and support educators.

Coordinator evaluation is an important part of the VIDE Employee Effectiveness System (EES). No matter how many years a coordinator has served in the profession, evaluation provides evidence of coordinators' strengths and challenges, which can be used to focus supports and incentives. By *evaluation*, we mean a systematic, annual assessment of coordinator practice that includes the following:

- Practice assessment, which determines the quality of leadership
- Results assessment, which determines whether key results occurred
- Feedback from supervisors and/or peers

Research on the evaluation of educational administrators is more limited than research on teacher evaluation. In choosing to focus on the improved performance of coordinators, VIDE is part of an emerging group of educators who recognize the critical role of educational administrators have improving teaching and learning in every school, particularly in coaching and supporting teachers and principals, and in supporting school improvement efforts (Fink & Resnick, 2001; Fullan & Stiegelbauer, 1991; Hale & Moorman, 2003; Honig, 2003, 2004, 2009; Houle, 2006; Mac Iver & Farley, 2003; Miller, 2004; Whitaker, 1996. When developing the evaluation approach, the VIDE and its partners met with district-level educators to ensure that the evaluation process focuses on the most important aspects of coordinator work and provides useful feedback. The VIDE coordinator evaluation process includes the following components:

- A framework, which details performance levels for essential practices
- Measures, which gather evidence on levels of practice
- Procedures that ensure evaluations are thorough and fair

This document describes the framework for the coordinator evaluation process. Research-based and standards-driven frameworks are an essential component of evaluation systems because they describe leadership practices and performance levels in observable and measurable terms. Multiple measures (e.g., portfolios and observations) are aligned with frameworks to gather performance evidence. Coordinators benefit from well-written frameworks because they can reflect on their strengths, challenges, and areas for improvement. Frameworks allow the district directors of curriculum and instruction to collect quality evidence and offer targeted feedback to coordinators. Other district-level staff can use frameworks to inform district-level planning, professional development design, hiring processes, and other aspects of the talent management system.

Purpose of this Framework

- **Communicate.** The essential practices provide a common language for describing performance standards and levels.
- **Inform professional learning.** The essential practices and indicators provide a rich description of performance levels that the district directors of curriculum and instruction and coordinators can use to prioritize growth areas and locate resources to advance coordinator leadership practice.
- **Rate practice.** The framework provides a basis for scoring coordinators' practice using aligned measures.
- **Focus feedback.** Research suggests that the best feedback is fine-grained and focused. It highlights strengths and identifies areas for growth.

The Essential Practices of Coordinators

This document describes the Essential Practices of Coordinators, which will be used for annually measuring coordinator practice in the territory. The VIDE task force on educator effectiveness recommended adoption of the essential practices framework in 2014, after an extensive review

of research and standards. The essential practices align to the school-level leadership standards because they capture educational leadership practices deemed important, regardless of position. In this framework, the indicators and performance levels are tailored to coordinators. The essential practices are as follows:

- **Build shared purpose.** The coordinator implements programs that align with the district’s vision, thus ensuring that the district mission and work are “lived” in the daily work of instructional staff.
- **Focus on learning.** The coordinator manages program and policy implementation to support student access to appropriate, rigorous, and relevant instructional programs that contribute to students’ academic and social-emotional development, and/or the coordinator supports instructional staff’s development of high-quality educational programs, including classroom instruction.
- **Manage organizational systems.** The coordinator acts strategically and systematically to support and align organizational resources, services, processes, and procedures.
- **Lead with integrity.** The coordinator models professionalism and a commitment to personal growth by acting with integrity and making his or her learning visible.

The framework is standards-based because it aligns with the Interstate School Leaders Licensure Consortium (ISLLC) Standards (Council of Chief School Officers [CCSSO], 2008), which are intended to guide evaluation and support of all educational leaders and have been adopted by VIDE. The ISLLC Standards and the essential practices framework focus on the core practices of all coordinators, regardless of their content area (e.g., mathematics, social studies, vocational education). The ISLLC Standards were developed by and for practitioners through an extensive review of research and practice and have been adopted into law by most states. Table 1 displays the alignment between the Essential Practices of Coordinators and the ISLLC Standards. Note that the sixth ISLLC Standard is represented in all of the essential practices.

Table 1:
Alignment between the ISLLC National Standards and the Essential Practices of Coordinators

ISLLC Standards	Essential Practices of Coordinators			
	Build shared purpose	Focus on learning	Manage organizational systems	Lead with integrity
Setting a shared vision for learning				
Developing a school culture and instructional programs				
Ensuring effective management of the organization				
Collaborating with faculty and community				

Acting with integrity and fairness and in an ethical manner				
Understanding, responding to, and influencing cultural contexts				

Note about Terminology

Practices, Indicators and Elements

The essential practices and indicators focus on coordinator actions, rather than on beliefs or knowledge, in order to be observable and measurable. The framework document is organized to facilitate coordinator practice evaluation and feedback. Each of the essential practices includes more fine-grained descriptors called *indicators* and *elements*. A practice may be described by one or more indicators, and an indicator is described by one or more elements. Measures provide information about how well a leader does according to the indicators. Indicator scores are added together to obtain a total score for each of the essential practices.

Levels of Performance

The framework describes coordinator practice along a continuum of four distinct performance levels: Unsatisfactory, Basic, Proficient, and Distinguished. The rubric is cumulative, *a coordinator cannot be considered distinguished in a given indicator unless he or she meets all the criteria for the previous levels*. Exhibit 3 provides a general overview of the behaviors, practices, and skills that characterize each performance level. The actual performance-level descriptions in the framework are tailored specifically for each leadership practice and indicator.

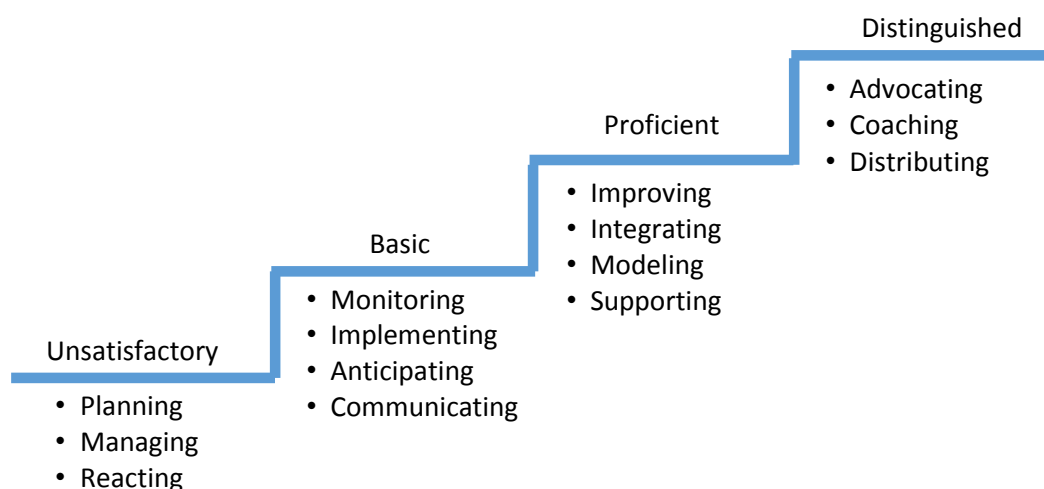


Figure 2: Overview of the Behaviors, Practices, and Skills that Characterize Each Performance Level. This figure denotes a progression of behaviors, practices and skills across levels of performance.

Focus on Programs

In this document, *programs* represent a scope of work overseen by a coordinator. A program may include a community outreach program, a special education program, professional development, curriculum, or a form of instruction. Coordinators often implement multiple and varied programs to ensure that students have access to appropriate educational services. The term is used to accommodate this variation. When evaluating coordinators, it is important to consider the totality of their work and the programs that they supervise.

Essential Practices of Coordinators

Practice 1: Build Shared Purpose

The coordinator implements programs that align with the district’s vision, thus ensuring that the district mission and the vision is “lived” in the daily work of instructional staff.

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

Element	Unsatisfactory The coordinator performing at the <i>unsatisfactory</i> level	Basic The coordinator performing at the <i>basic</i> level also...	Proficient The coordinator performing at the <i>proficient</i> level also...	Distinguished The coordinator performing at the <i>distinguished</i> level also...
A.	<ul style="list-style-type: none">• 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.• Communicates the program mission and objectives to educators and other stakeholders.	<ul style="list-style-type: none">• Aligns programs and services that he or she oversees with district mission and annual objectives.• Gathers evidence of program accomplishments¹ to monitor program and service<ul style="list-style-type: none">○ contributions to the district vision and mission○ degree to which the program meets its mission and objectives○ implementation fidelity and relative program alignment to school objectives	<ul style="list-style-type: none">• Shares evidence of program contributions to mission and vision attainment.• Engages school- and district-level staff and others in reflecting on program progress toward realizing the district vision and mission.• Engages school leadership in reflecting on school-based program fidelity	<ul style="list-style-type: none">• Coaches² other leaders on developing, enacting, and monitoring a program in support of the district mission and vision.• Contributes to district mission and vision setting and district improvement planning by participating on committees.

¹ The word *accomplishments* is used to include impacts/results or process-related benchmarks. An impact or result includes but is not limited to student performance gains, parental engagement, or other educational outcomes. Process-related benchmarks include but are not limited to quality improvement of programs and use of the curriculum with fidelity.

² Throughout this document, we define *coaches* to mean those who provide job-embedded learning opportunities that may be formal or informal and are organized to increase competencies/skills in a specific area of instructional or administrative practice. In contrast, *mentoring* is defined as one-on-one, professional support provided by one or more individuals to a staff person on a wide range of topics.

Practice 2: Focus on Learning

The coordinator manages program and policy implementation to support student access to appropriate, rigorous, and relevant instructional programs that contribute to students' academic and social-emotional development, and/or the coordinator supports instructional staff's³ development of high-quality educational programs, including classroom instruction.

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

Element	Unsatisfactory The coordinator performing at the <i>unsatisfactory</i> level	Basic The coordinator performing at the <i>basic</i> level also...	Proficient The coordinator performing at the <i>proficient</i> level also...	Distinguished The coordinator performing at the <i>distinguished</i> level also...
A.	<ul style="list-style-type: none"> • Uses VIDE's curriculum frameworks to develop a common language for discussing instructional practices with school leaders and staff⁴ for the programs that he or she oversees. • Plans for communication with staff and other stakeholders about the program(s) objectives and intended effects. • Has the knowledge of federal or other legal responsibilities associated with program implementation. 	<ul style="list-style-type: none"> • Connects school leaders and staff with relevant research on best instructional practices pertaining to the programs that he or she oversees. • Maintains monitoring system of program implementation that engages staff in reflecting on practices. • For the programs that he or she oversees, monitors implementation of communications plan to ensure that stakeholders are well informed. • Complies with federal or other legal responsibilities associated with program implementation. 	<ul style="list-style-type: none"> • Supports school leaders and staff by providing access to high-quality, differentiated professional development (not limited to district sessions) that addresses program priorities. • Collaborates with school leaders and staff to revise programs for improved school climate. • Identifies and adjusts programs to meet unique school contexts without loss of fidelity. • Shares program leadership responsibilities among stakeholders to build program support. 	<ul style="list-style-type: none"> • Advocates at the district level for coordination of educator professional development to create a coherent support system. • Coaches or mentors school leaders, other district staff, or instructional personnel on effective program implementation and communications processes.

³ The term *instructional staff* is used to describe educators with responsibility for teaching or supervising students' learning, or overseeing curriculum and instruction.

⁴ In the document, *staff* refers to teachers or others at the school or district level who are constituents of programs overseen by the coordinator.

Practice 3: Manage Organizational Systems

The coordinator acts strategically and systematically to support and align organizational resources, services, processes, and procedures.

Indicator 3.1: Build and Maintain Program Systems

Element	Unsatisfactory The coordinator performing at the <i>unsatisfactory</i> level	Basic The coordinator performing at the <i>basic</i> level also...	Proficient The coordinator performing at the <i>proficient</i> level also...	Distinguished The coordinator performing at the <i>distinguished</i> level also...
A.	<ul style="list-style-type: none"> Provides limited support to school leaders and staff in establishing program(s) that he or she oversees 	<ul style="list-style-type: none"> Establishes and maintains program timelines, organizational structure, and activities according to budget. 	<ul style="list-style-type: none"> Evaluates the program-level resources, services, processes, and procedures to identify areas for improvement and modification. Distributes program leadership responsibilities, as appropriate, to staff in collaboration with the school leader. Coordinates program implementation with staff to maximize efficiency and support district improvement. 	<ul style="list-style-type: none"> Leads or contributes to districtwide efforts to promote distributed leadership models and better career opportunities for teacher leaders. <p>OR</p> <ul style="list-style-type: none"> Leads or contributes to school-based efforts to promote distributed leadership models (if program is not implemented districtwide).

Indicator 3.2: Lead and Develop Personnel

Element	Unsatisfactory The coordinator performing at the <i>unsatisfactory</i> level	Basic The coordinator performing at the <i>basic</i> level also...	Proficient The coordinator performing at the <i>proficient</i> level also...	Distinguished The coordinator performing at the <i>distinguished</i> level also...
A.	<ul style="list-style-type: none"> Engages in limited communication to staff about the availability of professional development opportunities pertaining to programs. Identifies professional development needs. 	<ul style="list-style-type: none"> Aligns professional development with specific areas of focus identified by staff as high-need topic areas. Ensures that professional development opportunities pertaining to the program are well planned, including communicating expectations, setting agendas, arranging locations, and evaluating results. Assists school and district leaders in analyzing data and identifying trends for professional growth. 	<ul style="list-style-type: none"> Monitors and supports educators in applying learning to school or classroom activities. Leads and facilitates reflective conversations with staff. Plans and implements PD based on needs identified through professional growth. 	<ul style="list-style-type: none"> Leads, contributes to, or evaluates districtwide efforts at designing and sustaining a professional development delivery system. Coaches or mentors peers in best practices for carrying out program-level responsibilities.
B.	<ul style="list-style-type: none"> Supports staff with consistent meetings and time for substantive discussion about supports and inhibitors of student success in program-related areas. Uses districtwide communications (e.g., newsletter, e-mail) and leadership meetings to keep staff informed about policies, procedures, awards, and other news. 	<ul style="list-style-type: none"> Builds interpersonal rapport with school leaders and staff. Works with other district leaders to engage staff or school leaders in professional learning community activities. 	<ul style="list-style-type: none"> Establishes and maintains professional traditions and practices in the district that engage staff in celebrating accomplishments. 	<ul style="list-style-type: none"> Contributes collaboratively to the districtwide evaluation of and modification to the professional development programs in order to build professional learning communities.

Indicator 3.3: Manage Resources

Element	Unsatisfactory The coordinator performing at the <i>unsatisfactory</i> level	Basic The coordinator performing at the <i>basic</i> level also...	Proficient The coordinator performing at the <i>proficient</i> level also...	Distinguished The coordinator performing at the <i>distinguished</i> level also...
A.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Sets and monitors the program or district budget (as appropriate) or ensures that the program or district operates within established budgetary guidelines. Uses funds (as appropriate) to secure developmentally appropriate and relevant resources that will enhance the program's goals and purpose. 	<ul style="list-style-type: none"> Evaluates the effective, legal, and equitable use of the program's fiscal (as appropriate), personnel, and material resources. Collects and analyzes data from a variety of sources— including feedback from stakeholders— in evaluating use of program resources. 	<ul style="list-style-type: none"> Advocates for and contributes to district or statewide efforts to improve the effective and efficient use of resources. Pursues funds (as appropriate) for new technologies and resources that will improve progress toward program objectives.
B.	<ul style="list-style-type: none"> Strategically allocates his or her own time and/or other staff members' time to support staff. 	<ul style="list-style-type: none"> Evaluates how his or her own time or staff members' time is being used; advocates for more effective use of time, as necessary. 	<ul style="list-style-type: none"> Leads and works with school leaders, teacher leaders, and/or individual teachers to improve use of time. 	<ul style="list-style-type: none"> Collaboratively develops systems of time management that can improve performance and efficiency of other district programs.

Indicator 3.4: Mobilize Community Resources

Element	Unsatisfactory The coordinator performing at the <i>unsatisfactory</i> level	Basic The coordinator performing at the <i>basic</i> level also...	Proficient The coordinator performing at the <i>proficient</i> level also...	Distinguished The coordinator performing at the <i>distinguished</i> level also...
A.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Collaborates with school leaders or staff to expand the use of community resources to accomplish the district mission. Uses multiple strategies for communicating the district's needs to community organizations. 	<ul style="list-style-type: none"> Advocates for the development and better use of community assets in enhancing districtwide efforts to implement effective, relevant school programs.
B.	<ul style="list-style-type: none"> Attempts to develop partnerships with community organizations that provide supports to students. 	<ul style="list-style-type: none"> Establishes partnerships with community organizations that provide supports to students. 	<ul style="list-style-type: none"> Grows mutually beneficial partnerships with businesses and community-based organizations to share district, school, and community resources, such as buildings and playing fields. Collaborates with health, social, and other service organizations to connect schools with important services, as appropriate. 	<ul style="list-style-type: none"> Works collaboratively with other district leaders on effective strategies or methods for mobilizing community resources. Advocates for understanding, communication, and collaboration between nongovernmental organizations, businesses, and the district to promote equity and excellence in education.

Practice 4: Lead With Integrity

The coordinator models professionalism and a commitment to personal growth by acting with integrity and making his or her learning visible.

Indicator 4.1: Demonstrate Personal and Professional Responsibility

Element	Unsatisfactory The coordinator performing at the <i>unsatisfactory</i> level	Basic The coordinator performing at the <i>basic</i> level also...	Proficient The coordinator performing at the <i>proficient</i> level also...	Distinguished The coordinator performing at the <i>distinguished</i> level also...
A.	<ul style="list-style-type: none"> • Inconsistent adherence to district and state ethical and legal principles. 	<ul style="list-style-type: none"> • Engages in honest interactions based on ethical and legal principles. • Demonstrates respect for others and honors confidentiality. 	<ul style="list-style-type: none"> • Models collective responsibility by demonstrating personal accountability for mistakes and professional learning. 	<ul style="list-style-type: none"> • Coaches or mentors other district leaders on acting ethically and with integrity.
B.	<ul style="list-style-type: none"> • Completes the professional growth plan. • Attends professional development offered to leaders by the district. 	<ul style="list-style-type: none"> • Models self-reflection by evaluating one's practice and adjusting it accordingly. • Pursues professional development and training to support and lead key programs and efforts in the district. • Sets professional goals that are aligned to district needs. 	<ul style="list-style-type: none"> • Collaborates with colleagues within the district and beyond to continuously improve leadership skills. • Applies learning gained from the professional growth plan to change personal practices. • Attains professional goals that are aligned to district needs. 	<ul style="list-style-type: none"> • Contributes to district efforts to improve district-level leader professional development. • Coaches or mentors other district leaders in growing as a professional to better meet district needs.

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