Standard D:
Resource Management

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Lastly, we'll investigate Standard D: Resource Management

The Tennessee Instructional Leadership Standards

Standard A: **Instructional Leadership for Continuous Improvement** An ethical and effective instructional leader <u>facilitates professional practice</u> that continually improves student learning.	**Standard B:** **Culture for Teaching and Learning** An ethical and effective instructional leader collaborates with stakeholders to <u>create and sustain an inclusive, respectful and safe environment</u> conducive to learning and growth for all.
Standard C: **Professional Learning and Growth** An ethical and effective instructional leader develops capacity of all educators by <u>designing, facilitating, and participating in collaborative learning informed by multiple sources of data.</u>	**Standard D:** **Resource Management** An ethical and effective instructional leader facilitates the <u>development of a highly effective learning community</u> through processes that enlist diverse stakeholders and resources.

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Finally, standard D focuses on resource management. This domain supports an ethical and effective instructional leader that facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

The Tennessee Instructional Leadership Standards

Standard A: **Instructional Leadership for Continuous Improvement** Capacity Building Data Analysis & Use Interventions Progress Monitoring	Standard B: **Culture for Teaching and Learning** Leveraging Educator Strengths Environment Family Involvement Ownership Recognition & Celebration
Standard C: **Professional Learning and Growth** Evaluation Differentiated Professional Learning Induction, Support, Retention, & Growth Teacher Leaders Self-Practice	**Standard D:** **Resource Management** Community Resources Diversity Employee & Fiscal Management

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Standard D emphasizes processes that enlist diverse stakeholders and resources with a focus on community resources, diversity and employee and fiscal management.

Evidence Collection for Standard D

video 8 here

Practice: Performance Level Differentiation

Now it is time for you to differentiate performance levels for the indicators in Standard D: Resource Management. Access the worksheet provided for this training.

Defining Performance Levels

Indicator	5 Significantly Above Expectations	3 Meeting Expectations	1 Significantly Below Expectations	Possible Evidence Sources
D1. Community Resources				
D2. Diversity				
D3. Employee and Fiscal Management				

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Read the standard and the description indicator in the following slides. Read and then consider the meaning of the indicator in its entirety at the performance level 3. Differentiate between the performance levels identifying unique elements in each of the other performance levels. Then document your responses on the chart provided.

TEAM Rubric: D1 and D2. Community Resources and Diversity

Standard D: Resource Management

"When principals provide teachers with the resources they need to build social capital—time, space, and staffing—the quality of instruction in the school [is] higher and students' scores on standardized tests in both reading and math [increase]."
—Carrie, Leana, *The Missing Link in School Reform*, 2011

Indicator	5	3	1	Possible Sources of Evidence
D1. Community Resources Strategically utilizes community resources and partners to support the school's mission, vision and goals	In addition to Level 3 descriptors: • Assesses potential community partners and secures additional resources that support teaching and learning • Highlights usage of resources and shares school accomplishments by regular communication with community partners	• Conducts an accurate assessment of community partners and resources • Ensures accepted resources support the school's mission, vision, and goals • Allocates fiscal, human, technological, and physical resources to align with the school's mission, vision, and goals	Rarely or never utilizes community resources and partners by: • Conducting an assessment of community partners and resources • Accepting resources that are not in support of the school's mission, vision, and goals • Allocating fiscal, human, technological, and physical resources or allocates these with misalignment to the school's vision, mission, and goals	**Practice/Observation** • Community assets inventory • Documented partnership activities • Donations and contributions to the school • Community support notes • Displays of partnership and partnering activities • Community support surveys • Conversations with community partners and educators **Outcomes** Met or exceeded goals for community engagement
D2. Diversity Includes a diverse set of educators and stakeholders in school improvement decisions	• Develops capacity of educators to implement structures for engaging diverse stakeholders to provide input and feedback in school improvement decisions	• Develops structures to encourage diverse stakeholders[1] to provide input and feedback in school improvement decisions	• Engages limited or non-diverse stakeholders to provide input and feedback in school improvement	**Practice/Observation** Conversations with stakeholders **Outcomes** Increased diversity among stakeholders

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Differentiate the performance levels in Community Resources and Diversity. Correlate the differentiation with the notes from the video. List additional or more specified possible sources of evidence.

TEAM Rubric:
D3. Employee & Fiscal Management

Indicator	5	3	1	Possible Sources of Evidence

D3. Employee & Fiscal Management
 	
Establishes, communicates and enforces a set of standard operating procedures and routines aligned with district, state and federal policy and performs all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff
	In addition to Level 3 descriptors:
	• Leads staff and students in frequent reviews of standard operating procedures to vet effectiveness of procedures and routines supporting the effective and efficient operation of the school
	• Leads staff in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the school
		• Establishes, communicates and enforces a set of standard operating procedures and routines by:
		  o aligning them with district, state, and federal policies
		  o utilizing a variety of methods to communicate the established standard operating procedures and routines
		  o ensuring that educators and students understand and are accountable to the school's standard operating procedures and routines
		• Performs timely, accurate, transparent budgetary responsibilities by:
		  o allocating fiscal resources in alignment with the school and district priorities to increase student achievement
		  o ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines
			• Rarely or never establishes, communicates, and enforces a set of standard operating procedures and routines by:
			  o aligning them with district, state, and federal policies
			  o utilizing methods to communicate established standard operating procedures and routines
			  o ensuring that educators and students understand and are accountable to them
			• Rarely or never performs all budgetary responsibilities by:
			  o allocating fiscal resources in alignment with the school and district priorities to increase student achievement
			  o ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines
				Practice/Observation
				• Handbook
				• Compliance agreements
				• Audit report
				• Conversations with educators
				
				Outcomes
				• Compliance with operating procedures
				• Compliance with budgetary procedures

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Differentiate the performance levels in employee and fiscal management. Correlate the differentiation with the notes from the video. List additional or more specified possible sources of evidence.

The term standard operating procedures is defined by state and district policies related to specific laws that govern school operations, fiscal management, personnel, and safety procedures.