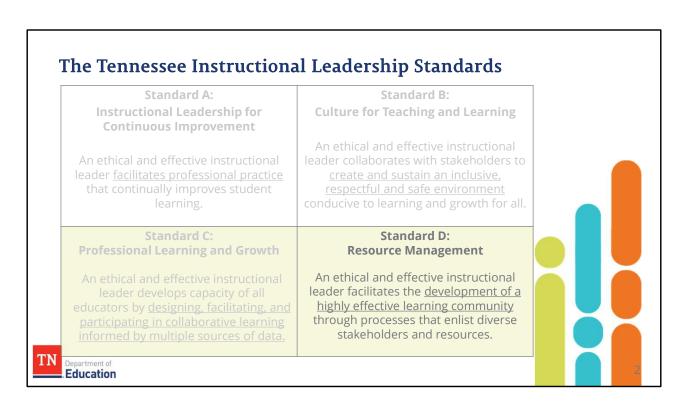


Lastly, we'll investigate Standard D: Resource Management



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.



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







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.

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					

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

Indicator	—Ca	rrie, Leana, The Missing Link in Sch	ool Reform, 2011	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 activitie 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 communities engagement
D2. Diversity  Includes a diverse set of educators and stakeholders in school improvement decisions	<ul> <li>Develops capacity of educators to implement structures for engaging diverse stakeholders to provide input and feedback in school improvement decisions</li> </ul>	<ul> <li>Develops structures to encourage diverse stakeholders<sup>1</sup> to provide input and feedback in school improvement decisions</li> </ul>	<ul> <li>Engages limited or non-diverse stakeholders to provide input and feedback in school improvement</li> </ul>	Practice/Observation Conversations with stakeholders Outcomes Increased diversity among stakeholders

TN Department of Education

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

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.