



REIL is an initiative of

**MCESA**

Maricopa County Education Service Agency



## Leading Demographic Entry

**Save** **Logout**

Get Principal Last Name or ID

search **Search**

User can logout only after save. Otherwise session is abandoned

	Name	ID
<input checked="" type="checkbox"/>	Smith	10001
<input type="checkbox"/>	Smithson	2002

Principal ID (HQT)  Principal ID( EduStakeholderID)

Principal Last Name  Principal Middle Initial

Principal First Name

Principal District ID  Principal District Name

Principal School ID  Principal School Name

Selecting user would populate the form

Not counting the current school year, how many TOTAL years of School Administrator experience does this teacher have? Include years not at this school/district.

- 
- 1-2
- 3-10
- 11 - 20
- 21 or more
- Not known

Select Evaluation Documents

Enter Evaluation Scores - Select Setting Below:

Observation Setting:

Documentation:

**Enter Scores**

Only one setting allowed per entry



REIL is an initiative of

# MCESA

Maricopa County Education Service Agency



## Select Evaluation Documents Needed

### Leader Documents

#### Observation

- Leadership Team Meeting
- Business Meeting
- Development Learning Meeting
- Grade Level/Department Meeting
- Teacher Observation and Scoring
- Teacher Pre- and Post-
- Walk-thru Visit of Classroom

#### Documentation

- Continuous Improvement Plan and Budgets
- Educator Goal Plans and School PD Plans
- Student Achievement Data
- Management Systems and Artifacts
- Teacher Evaluation Data
- Parent Survey
- Staff Survey
- Student Survey

Leading Observation Instrument. Document Complete Set with Rubric and Element Details for all settings

Print

Print will open Acrobat Reader with complete rubric set and elements

Preview Selected Documents

This control would display the first document to be printed. The system should

### Teacher Documents

Learning Observation Instrument. Document Complete Set with Rubric and Element

Print

By setting with  Pre-  Observation  Post-  
Rubric and Element Details:

Print

Short Form Observation Score Collection

Print

Print will open Acrobat Reader



Print PDF

Return to Select Documents

Leadership Team Meeting Observation

Setting and Communicating Direction

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high performance expectations.

Element	4	3	2	1	0	Comments
	CIP: Continuous Improvement Plan		PD: Professional Development			
Element	Descriptors					
Shared Purpose	Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision.	Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term. Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals.	Enlists stakeholders in developing, maintaining, and implementing a vision and mission for a high student achievement and college readiness. Communicates and/or references school vision focused on academic outcomes as evidenced by:	Communicates and/or references school vision as evidenced by: o Posted vision /mission. o Referenced in planning sessions / meetings. o Referenced in communication materials.		
Goal Setting	Works with school & district leadership team to use multiple longitudinal measures of data/evidence, with feedback from staff, to assess the strengths & weaknesses of the school in order to set district-aligned goals for the CIP. Ensures measurable indicators for significant and achievable growth for all students, with designated subgroups and content/grade-level specific goals (e.g., 5th grade literacy ELL; high school algebra), are in place.	Facilitates leadership team in diagnosis of the school's strengths and weaknesses, using multiple sources of data/evidence to set measurable district-aligned goals for the CIP. Ensures targeted goal(s) for prioritized student subgroups (e.g., 3rd grade ELL; 10th special education) are in place.	Analyzes teacher evaluation and student achievement data to determine strengths and weaknesses in order to set measurable district-aligned goals for the CIP.	Sets attainable, rigorous student achievement goals to close achievement gaps or maintain high levels of performance		
Continuous Improvement Planning	Works with the staff to incorporate action steps in CIP that include: o Differentiated PD with systematic monitoring and coaching. o Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication).	Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities	Works with the staff to: o Include task-analyzed objectives that identify milestones toward the goal. o Include action steps and timelines for achieving task-analyzed objectives. o Budget funds and allocate resources and responsible person(s) aligned to each objective.	Aligns objectives to goal(s) in CIP. Lists measurable and attainable action steps for each objective in CIP. o Includes source of funding for identified objectives.		
Consensus Building Around the CIP	Empowers others to lead conversations with grade level and content area teams centered on the CIP goals.	Builds school consensus around the CIP.	References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind.	Shares CIP with staff.		

Building Relationships

The Building Relationships rubric is designed to support the school administrator in fostering genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The school administrator affirms and empowers others to work in the best interests of all students.

Element	4	3	2	1	0	Comments
	CIP: Continuous Improvement Plan		PD: Professional Development			
Element	Descriptors					
Celebrating Individual and Team Accomplishments	Celebrates student and staff achievement of benchmarks and milestones aligned to the vision.	Implements a system to acknowledge and celebrate individual and team academic successes on a consistent basis	Celebrates individual and team accomplishments on a formal and informal basis.	Celebrates individual and team accomplishments on an informal basis.		
Mutual Trust and Respect	Facilitates students and staff ability to demonstrate use of active listening with one another to set a tone of mutual trust and respect between all parties.  Differentiates communication style and demonstrates a positive and appropriate rapport with students, staff, families, community members	Demonstrates active listening skills and incorporates different perspectives into decisions to set a tone of mutual trust and respect.  Responds appropriately to differing sets of values or points of view.	Demonstrates active listening in conversations with students, parents, and staff to demonstrate empathy and concern for the well-being of individual students and staff personally and professionally	Responds to students, parents and staff in a respectful way. o Listens respectfully to students, parents and staff.		
Conflict Resolution	Adjusts plans, and identifies strategies and opportunities for relationship building with staff based on analysis of individual conflicts and patterns of conflict between values and practice.  Learns from and encourages differing perspectives to gain new perspectives and improve school-wide practices.	Incorporates different perspectives (including voices of dissent) into decisions consistently striving for mutually beneficial solutions that further the vision of the school.  Analyzes sources of influence to fully understand resistant attitudes or behaviors.  Makes decisions based on school vision, mission and goals and considers culture or individuals needs in planning and implementation of next steps.	Engages staff members in crucial conversations when consensus building and other collaborative strategies have not been effective.  Handles dissent from subordinates in a constructive manner.  Communicates decisions and utilizes effective strategies for addressing inappropriate staff, student, or parent actions, or absence of action, based on decision.	Identifies and resolves most conflict.		

Developing the Organization

The Developing the Organization rubric is designed to support the school administrator in building collaborative cultures, fostering professional growth and leadership, and connecting the school to its wider environment.

Element	4	3	2	1	0	Comments
	CIP: Continuous Improvement Plan		PD: Professional Development			
Element	Descriptors					
Facilitation of Effective Meetings	Listens actively and connects meeting content to school goals and values.  Ensures meeting participants share ideas concisely with clear points.  Checks for understanding with meeting participants to ensure clear expectations for person(s) responsible,	Utilizes appropriate facilitation and leadership strategies for specific meeting.  Utilizes a variety of strategies in an effective manner (e.g., clarifies ideas, establishes time limits, sticks to the agenda, and ensures priority items are adequately addressed).  Shares responsibility with members of team for adhering to norms and referencing norms during meeting as needed.	Uses effective communication strategies for specific audience.  Makes efficient use of time; progress is made on majority of action items.  Uses one or more strategies for facilitation (e.g., clarifies ideas, establishes time limits, sticks to the agenda).  Documents and utilizes norms as a strategy for achieving meeting outcomes.  Ensures next steps are clearly identified.	Uses communication strategies for specific audience.  Establishes norms.		
Professional Development	Evaluates on-going PD objectives and coaching cycles for their impact on attainment of school goals.  Ensures PD training objectives are differentiated for flexible groups of teachers based on content knowledge, content best practices, and/or instructional element needs identified in individual growth plans.	Works with leadership team to establish weekly or monthly PD objective(s) and activities that are connected to a prior PD objective and aligned to year-long PD goal with references to CIP goals.  Supports staff implementation of professional learning with coaching cycles (e.g., planning, training, application, observation, coaching, checking for understanding) for groups of teachers based on student achievement, teacher instructional proficiency, and/or teacher content knowledge.	Creates multiple structures for PD including large group / small group, grade level / content teams, and individuals.  Ensures school-level PD is aligned to CIP goals.  Establishes weekly or monthly teacher coaching objectives for assigned teachers and provides feedback to teachers on classroom implementation based on recent PD.	Requires short- and long-term PD for all individual staff members based on goals in Educator Goal Plans, derived from teacher evaluation data and focused on increasing student achievement.  Implements a PD plan,		
Leadership Teams (Not Scored for Assistant Principals)	Maintains responsibility but demonstrates shared leadership with team members to make progress on CIP goals, PD plans, and other team objectives.  Provides feedback and leadership opportunities to team members to ensure all team members are highly competent.  Focuses agenda on logical and systematic development of effective teachers and improved instruction.	Creates a balanced team with a variety of strengths to ensure leadership team has a full set of skills and approaches.  Focuses agenda on monitoring job-embedded PD (how well individuals, groups, and/or staff learned previous training objectives), progress of PLCs, and student progress, in order to adjust monthly plans and/or plan for next training.	Leads team as the instructional leader and ensures team reviews key data at each meeting in order to assess progress toward CIP goals, including individual student-level and classroom/grade level data.  Focuses agenda on past and upcoming PD and/or how to help a few teachers progress.	Defines roles of administrators and team members function within their roles.  Develops and implements meeting and team protocols and processes for the leadership team.  Focuses agenda on immediate concerns related to student progress.		
Recruitment, Retention and Succession	Identifies, equips, and places staff members in career pathway positions to ensure succession plans for every position in the school.  Identifies and implements concrete strategies to retain high caliber teachers.	Provides formal and informal leadership opportunities to mentor emerging leaders, including development of highly effective leadership team members.  Actively seeks and places student teachers and administrative interns with highly effective staff members to "grow own" candidates for new openings.  Delegates appropriate tasks to competent staff members, checks on progress, and provides support.	Identifies, trains, and advises effective teachers in order to build leadership capacity consistent with school needs.  Establishes systems for orientation, mentoring, and support for new classified and certified staff.  Establishes relationships with new employees with frequent opportunities to address questions and needs.	Identifies effective teachers and provides opportunities to build leadership skills consistent with school needs.  Supports ineffective teachers with intensive assistance plans.		
Change Process	Involves teachers in selective abandonment of practices unaligned to research-based strategy or CIP to overcome obstacles of time, resources, and energy required for new initiatives.	Manages change and moves key stakeholders from agreement to commitment, employing the tools and strategies most likely to be effective in various situations.	Uses knowledge of change theory to develop and apply specific strategies to support school staff as they engage in changing classroom practice in alignment with school and district initiatives.  Addresses resistance to change; takes specific steps to move stakeholders to agreement.	Uses tools and strategies to build agreement for change.		

Evaluator Notes: These will not print on the output

How will the setting print?  
Can rubrics split elements across pages?





Print PDF

Return to Select Documents

Leadership Team Meeting Observation

Leading Instruction

The Leading Instruction rubric is designed to support the school administrator in leading the instructional program through high-level implementation of the teacher evaluation process in order to monitor and evaluate the effectiveness of instruction for the purpose of increased learning outcomes for student. In addition, the school administrator ensures that a rigorous curriculum is in place that is aligned to both state standards and college readiness standards, and that the written curriculum is taught and tested with high fidelity.

Element	4	3	2	1	0	Comments
	CIP: Continuous Improvement Plan PD: Professional Development					
Descriptors						
Educator Goal Plans <input type="checkbox"/>	Implements system for monitoring Educator Goal Plans and produces documentation that 80% of teachers achieved their EGP goals.	Selects prioritized goals that will have the most impact on student learning.  Mobilizes resources to support teacher growth.	Develops and annually revises Educator Goal Plans with measurable goals, sub-objectives and aligned actions steps for all assigned teachers using student achievement and teacher observation data.	Creates and annually revises Educator Goal Plan for all teachers using refinement goal from assigned teachers' observation.		
Supervision of Written, Taught, & Tested Curriculum <input type="checkbox"/>	Ensures curriculum goes beyond state standards and tested areas to require higher levels of learning, as evidenced by grade-by-grade articulation of skills necessary to be on track to college and career readiness.  Engages staff in curriculum planning, implementation, monitoring, and refinement in order to ensure student learning of standards	Monitors teaching of the standards in all subjects through analysis of student achievement results, teacher evaluation process, classroom visitations, and supervision of professional learning communities /department meetings/grade level meetings.  Ensures scope and sequence is aligned to year-end goals and revisits and revises curriculum alignment based on student achievement results.  Assesses gaps between written, taught, and tested curriculum, and facilitates the modification of materials, programs, strategies, and/or assessments as needed to address any identified gaps.	Monitors teaching of the standards in all subjects through teacher evaluation process, classroom visitations, and supervision of professional learning communities/department meetings/grade level meetings.  Ensures scope and sequence is aligned to year-end goals and revisits and revises curriculum alignment based on student achievement results, as evidenced by current and/or revised curriculum maps and materials.	Monitors teaching of the standards in core subjects (or assigned core subject for assistant principal) through teacher evaluation process, classroom visitations, and supervision of professional learning communities /department meetings/grade level meetings.  Ensures scope and sequence is aligned to year-end goals.		

Securing Accountability

The Securing Accountability rubric is designed to support the school administrator in creating conditions for student success and contributing to the effective management of the school so that everyone can focus on teaching and learning. The school administrator monitors the continuous improvement plan (CIP) to meet or exceed rigorous, student achievement goals in order to close achievement gaps or maintain high levels of performance.

Element	4	3	2	1	0	Comments
	CIP: Continuous Improvement Plan PD: Professional Development					
Descriptors						
Accountability for Goals <input type="checkbox"/>	Exceeds whole school performance goals for student achievement and for targeted sub groups in core content areas.	Utilizes an effective process to consistently monitor, review and revise PLC, grade level, team and department goals to revise the CIP, instructional strategies, and/or grade /team action plans.  Meets performance goals for student achievement in targeted sub groups in core content areas	Utilizes an effective process to consistently monitor, review, and revise the CIP (e.g., tracks annual outcomes and monthly/weekly data against plan milestones to monitor, track, and review progress; adjusts strategies in order to reach goals).  Meets performance goals for student achievement in core content areas.	Utilizes a process to monitor the school improvement plan.  Demonstrates measurable student achievement gains in core content goal areas.		
Accountability Systems <input type="checkbox"/>	Uses formative and summative data on student achievement, teacher performance, and school processes throughout the year to improve student learning and achievement.	Develops systems to monitor progress toward academic priorities and creates a plan for overcoming student learning obstacles.  Ensures teachers work in teams (at least twice monthly) to examine student work, analyze disaggregated data, and implement instructional strategies to improve teaching and	Establishes academic priorities that are non-negotiable and holds staff and collaborative teams (e.g., PLCs) accountable for implementing strategies that align teaching and learning with CIP goals and task-analyzed objectives.  Provides structures (e.g.,	References school goals in a variety of forums (e.g., meetings, pre-and post-conferences, classroom observations, curriculum-and instruction-based meetings) to maintain focus on student learning.  Provides structures (e.g.,		
Manages Day-to-Day Operations <input type="checkbox"/>	Creates and maintains effective systems (e.g., discipline, attendance) to support and monitor instructional priorities and minimize interruptions to instruction.  Identifies and empowers key staff to maintain and monitor school systems.	Creates and maintains effective systems (e.g., discipline, attendance) to support instructional priorities, ensuring a clean, safe, efficient, orderly, and effective learning environment.  Manages time to monitor classroom instruction through short- and long-term planning.	Creates systems (e.g., discipline, attendance) to support instructional priorities, promoting a clean, safe, efficient, orderly, and effective learning environment.	Manages the organization and operation for a clean, safe, orderly, learning environment.  Attends to and complies with school operations.  Addresses employee discipline appropriately.		
Manages School Resources <input type="checkbox"/>	Allocates or reallocates resources time, schedule, technology, staff, funding) based on proven effectiveness in meeting student achievement goals.	Collaborates with key staff to evaluate effectiveness of fiscal resource use relative to the attainment of school goals and improvement of student achievement.  Maximizes and aligns use of all resources (time, schedule, technology, staff, funding) to	Collaborates with key staff to establish and implement a process for allocating appropriate fiscal resources to support the school goals and improve student achievement.  Ensures equitable distribution of highly effective staff members.	Establishes a process to allocate appropriate fiscal resources that support the school goals and improve student achievement.  Makes high-quality staff selections		

Evaluator Notes: These will not print on the output





Print PDF

Return to Select Documents

Business Meeting Observation

Page 1 of 2

Next Page >>

Setting and Communicating Direction

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high performance expectations.

	4	3	2	1	0	
Element	CIP: Continuous Improvement Plan / PD: Professional Development Descriptors					Comments
Shared Purpose	Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision.	Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term. Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals.	Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness. Communicates and/or references school vision focused on academic outcomes as evidenced by:	Communicates and/or references school vision as evidenced by: o Posted vision /mission. o Referenced in planning sessions / meetings. o Referenced in communication materials.		
Continuous Improvement Planning	Works with the staff to incorporate action steps in CIP that include: o Differentiated PD with systematic monitoring and coaching. o Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication).	Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities	Works with the staff to: o Include task-analyzed objectives that identify milestones toward the goal. o Include action steps and timelines for achieving task-analyzed objectives. o Budget funds and allocate resources and responsible person(s) aligned to each objective.	Aligns objectives to goal(s) in CIP. Lists measurable and attainable action steps for each objective in CIP. Includes source of funding for identified objectives.		
Consensus Building Around the CIP	Empowers others to lead conversations with grade level and content area teams centered on the CIP goals.	Builds school consensus around the CIP.	References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind.	Shares CIP with staff.		

Building Relationships

The Building Relationships rubric is designed to support the school administrator in fostering genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The school administrator affirms and empowers others to work in the best interests of all students.

	4	3	2	1	0	
Element	CIP: Continuous Improvement Plan / PD: Professional Development Descriptors					Comments
Accessibility	Structures frequent and regular opportunities for intentional / planned contact and interactions with students and staff in classrooms and throughout the school, and with colleagues and district staff. Provides accessible information about student expectations and progress to students, parents and staff through an array of forums and multiple formats. Partners with parents to create a school community that welcomes and values parents in the school (e.g., front office staff, volunteerism, neighborhood outreach or extensions of school, home visits, PTO, site councils).	Structures daily opportunities for intentional / planned contact and interactions with students, staff, and parents in classrooms and throughout the school. Provides accessible information about student expectations and progress to students, parents, and staff. Creates a school community that welcomes and values parents in the school (e.g., front office staff, volunteerism, neighborhood outreach or extensions of school, home visits, PTO, site councils).	Ensures visibility through daily opportunities for contact and interactions with students, staff, and parents in classrooms and throughout the school. Provides accessible information about student expectations to students, parents, and staff. Makes families and communities feel welcome and respected, responds to concerns, and engages in authentic dialogue with parents	Is visible at various times throughout the school day. Informs students, parents, and staff about academic and behavioral expectations. Responds to parent questions and concerns in a timely manner.		
Celebrating Individual and Team Accomplishments	Celebrates student and staff achievement of benchmarks and milestones aligned to the vision.	Implements a system to acknowledge and celebrate individual and team academic successes on a consistent basis	Celebrates individual and team accomplishments on a formal and informal basis.	Celebrates individual and team accomplishments on an informal basis.		
Mutual Trust and Respect	Facilitates students and staff ability to demonstrate use of active listening with one another to set a tone of mutual trust and respect between all parties. Differentiates communication style and demonstrates a positive and appropriate rapport with students, staff, families, community members	Demonstrates active listening skills and incorporates different perspectives into decisions to set a tone of mutual trust and respect. Responds appropriately to differing sets of values or points of view.	Demonstrates active listening in conversations with students, parents, and staff to demonstrate empathy and concern for the well-being of individual students and staff personally and professionally	Responds to students, parents and staff in a respectful way. Listens respectfully to students, parents and staff.		
Transparent Decision Making	Provides a process/system for staff, parents, and students to proactively identify challenges and participate in opportunities to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals.	Proactively identifies challenges and provides opportunities for students, staff, and parents to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals.	Involves staff, students and parents in decision-making concerning CIP. Includes times on meeting agendas for adults to actively participate in school-wide decisions.	Ensures staff, students, and parents sit on committees for school improvement. Provides opportunities for students, staff, and families to voice questions or concerns		
Communication of Expectations & Progress	Implements systems, processes, and structures for two-way communication of concerns, decisions, plans, and on-going progress monitoring.	Creates expectations and puts structures in place for consistent communication from teachers to families about student progress	Develops systems to increase communication with families and the community.	Communicates key school information and events to staff on a regular basis.		
Conflict Resolution	Adjusts plans, and identifies strategies and opportunities for relationship building with staff based on analysis of individual conflicts and patterns of conflict between values and practice. Learns from and encourages differing perspectives to gain new perspectives and improve school-wide practices.	Incorporates different perspectives (including voices of dissent) into decisions consistently striving for mutually beneficial solutions that further the vision of the school. Analyzes sources of influence to fully understand resistant attitudes or behaviors. Makes decisions based on school vision, mission and goals and considers culture or individuals needs in planning and implementation of next steps.	Engages staff members in crucial conversations when consensus building and other collaborative strategies have not been effective. Handles dissent from subordinates in a constructive manner. Communicates decisions and utilizes effective strategies for addressing inappropriate staff, student, or parent actions, or absence of action, based on decision.	Identifies and resolves most conflict.		

Evaluator Notes: These will not print on the output





Print PDF

Return to Select Documents

Business Meeting Observation

Developing the Organization

The Developing the Organization rubric is designed to support the school administrator in building collaborative cultures, fostering professional growth and leadership, and connecting the school to its wider environment.

	4	3	2	1	0		
Element	CIP: Continuous Improvement Plan		PD: Professional Development			Comments	
	Descriptors						
Facilitation of Effective Meetings	<p>Listens actively and connects meeting content to school goals and values.</p> <p>Ensures meeting participants share ideas concisely with clear points.</p> <p>Checks for understanding with meeting participants to ensure clear expectations for person(s) responsible,</p>	<p>Utilizes appropriate facilitation and leadership strategies for specific meeting.</p> <p>Utilizes a variety of strategies in an effective manner (e.g., clarifies ideas, establishes time limits, sticks to the agenda, and ensures priority items are adequately addressed).</p> <p>Shares responsibility with members of team for adhering to norms and referencing norms during meeting as needed.</p>	<p>Uses effective communication strategies for specific audience.</p> <p>Makes efficient use of time; progress is made on majority of action items.</p> <p>Uses one or more strategies for facilitation (e.g., clarifies ideas, establishes time limits, sticks to the agenda).</p> <p>Documents and utilizes norms as a strategy for achieving meeting outcomes.</p> <p>Ensures next steps are clearly identified.</p>	<p>Uses communication strategies for specific audience.</p> <p>Establishes norms.</p>			
Recruitment, Retention and Succession	<p>Identifies, equips, and places staff members in career pathway positions to ensure succession plans for every position in the school.</p> <p>Identifies and implements concrete strategies to retain high caliber teachers.</p>	<p>Provides formal and informal leadership opportunities to mentor emerging leaders, including development of highly effective leadership team members.</p> <p>Actively seeks and places student teachers and administrative interns with highly effective staff members to "grow own" candidates for new openings.</p> <p>Delegates appropriate tasks to competent staff members, checks on progress, and provides support.</p>	<p>Identifies, trains, and advises effective teachers in order to build leadership capacity consistent with school needs.</p> <p>Establishes systems for orientation, mentoring, and support for new classified and certified staff.</p> <p>Establishes relationships with new employees with frequent opportunities to address questions and needs.</p>	<p>Identifies effective teachers and provides opportunities to build leadership skills consistent with school needs.</p> <p>Supports ineffective teachers with intensive assistance plans.</p>			
Change Process	<p>Involves teachers in selective abandonment of practices unaligned to research-based strategy or CIP to overcome obstacles of time, resources, and energy required for new initiatives.</p>	<p>Manages change and moves key stakeholders from agreement to commitment, employing the tools and strategies most likely to be effective in various situations.</p>	<p>Uses knowledge of change theory to develop and apply specific strategies to support school staff as they engage in changing classroom practice in alignment with school and district initiatives.</p> <p>Addresses resistance to change; takes specific steps to move stakeholders to agreement.</p>	<p>Uses tools and strategies to build agreement for change.</p>			

Securing Accountability

The Securing Accountability rubric is designed to support the school administrator in creating conditions for student success and contributing to the effective management of the school so that everyone can focus on teaching and learning. The school administrator monitors the continuous improvement plan (CIP) to meet or exceed rigorous, student achievement goals in order to close achievement gaps or maintain high levels of performance.

	4	3	2	1	0		
Element	CIP: Continuous Improvement Plan		PD: Professional Development			Comments	
	Descriptors						
Manages Day-to-Day Operations	<p>Creates and maintains effective systems (e.g., discipline, attendance) to support and monitor instructional priorities and minimize interruptions to instruction.</p> <p>Identifies and empowers key staff to maintain and monitor school systems.</p>	<p>Creates and maintains effective systems (e.g., discipline, attendance) to support instructional priorities, ensuring a clean, safe, efficient, orderly, and effective learning environment.</p> <p>Manages time to monitor classroom instruction through short- and long-term planning.</p>	<p>Creates systems (e.g., discipline, attendance) to support instructional priorities, promoting a clean, safe, efficient, orderly, and effective learning environment.</p>	<p>Manages the organization and operation for a clean, safe, orderly, learning environment.</p> <p>Attends to and complies with school operations.</p> <p>Addresses employee discipline appropriately.</p>			
Manages School Resources	<p>Allocates or reallocates resources time, schedule, technology, staff, funding) based on proven effectiveness in meeting student achievement goals.</p>	<p>Collaborates with key staff to evaluate effectiveness of fiscal resource use relative to the attainment of school goals and improvement of student achievement.</p> <p>Maximizes and aligns use of all resources (time, schedule, technology, staff, funding) to</p>	<p>Collaborates with key staff to establish and implement a process for allocating appropriate fiscal resources to support the school goals and improve student achievement.</p> <p>Ensures equitable distribution of highly effective staff members.</p>	<p>Establishes a process to allocate appropriate fiscal resources that support the school goals and improve student achievement.</p> <p>Makes high-quality staff selections</p>			

Evaluator Notes: These will not print on the output



Print PDF

Return to Select Documents

Next Page >>

Setting and Communicating Direction

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high performance expectations.

Element	4	3	2	1	0	Comments
	CIP: Continuous Improvement Plan		PD: Professional Development			
Element	Descriptors					
Shared Purpose	Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision.	Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term. Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals.	Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness. Communicates and/or references school vision focused on academic outcomes as evidenced by:	Communicates and/or references school vision as evidenced by: o Posted vision /mission. o Referenced in planning sessions / meetings. o Referenced in communication materials.		
Goal Setting	Works with school & district leadership team to use multiple longitudinal measures of data/evidence, with feedback from staff, to assess the strengths & weaknesses of the school in order to set district-aligned goals for the CIP. Ensures measurable indicators for significant and achievable growth for all students, with designated subgroups and content/grade-level specific goals (e.g., 5th grade literacy ELL; high school algebra), are in place.	Facilitates leadership team in diagnosis of the school's strengths and weaknesses, using multiple sources of data/evidence to set measurable district-aligned goals for the CIP. Ensures targeted goal(s) for prioritized student subgroups (e.g., 3rd grade ELL; 10th special education) are in place.	Analyzes teacher evaluation and student achievement data to determine strengths and weaknesses in order to set measurable district-aligned goals for the CIP.	Sets attainable, rigorous student achievement goals to close achievement gaps or maintain high levels of performance		
Continuous Improvement Planning	Works with the staff to incorporate action steps in CIP that include: o Differentiated PD with systematic monitoring and coaching. o Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication).	Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities	Works with the staff to: o Include task-analyzed objectives that identify milestones toward the goal. o Include action steps and timelines for achieving task-analyzed objectives. o Budget funds and allocate resources and responsible person(s) aligned to each objective.	Aligns objectives to goal(s) in CIP. Lists measurable and attainable action steps for each objective in CIP. Includes source of funding for identified objectives.		
Consensus Building Around the CIP	Empowers others to lead conversations with grade level and content area teams centered on the CIP goals.	Builds school consensus around the CIP.	References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind.	Shares CIP with staff.		

Building Relationships

The Building Relationships rubric is designed to support the school administrator in fostering genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The school administrator affirms and empowers others to work in the best interests of all students.

Element	4	3	2	1	0	Comments
	CIP: Continuous Improvement Plan		PD: Professional Development			
Element	Descriptors					
Mutual Trust and Respect	Facilitates students and staff ability to demonstrate use of active listening with one another to set a tone of mutual trust and respect between all parties.  Differentiates communication style and demonstrates a positive and appropriate rapport with students, staff, families, community members	Demonstrates active listening skills and incorporates different perspectives into decisions to set a tone of mutual trust and respect.  Responds appropriately to differing sets of values or points of view.	Demonstrates active listening in conversations with students, parents, and staff to demonstrate empathy and concern for the well-being of individual students and staff personally and professionally	Responds to students, parents and staff in a respectful way. Listens respectfully to students, parents and staff.		
Transparent Decision Making	Provides a process/system for staff, parents, and students to proactively identify challenges and participate in opportunities to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals.	Proactively identifies challenges and provides opportunities for students, staff, and parents to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals.	Involves staff, students and parents in decision-making concerning CIP. Includes times on meeting agendas for adults to actively participate in school-wide decisions.	Ensures staff, students, and parents sit on committees for school improvement. Provides opportunities for students, staff, and families to voice questions or concerns		
Communication of Expectations & Progress	Implements systems, processes, and structures for two-way communication of concerns, decisions, plans, and on-going progress monitoring.	Creates expectations and puts structures in place for consistent communication from teachers to families about student progress	Develops systems to increase communication with families and the community.	Communicates key school information and events to staff on a regular basis.		
Conflict Resolution	Adjusts plans, and identifies strategies and opportunities for relationship building with staff based on analysis of individual conflicts and patterns of conflict between values and practice.  Learns from and encourages differing perspectives to gain new perspectives and improve school-wide practices.	Incorporates different perspectives (including voices of dissent) into decisions consistently striving for mutually beneficial solutions that further the vision of the school.  Analyzes sources of influence to fully understand resistant attitudes or behaviors.  Makes decisions based on school vision, mission and goals and considers culture or individuals needs in planning and implementation of next steps.	Engages staff members in crucial conversations when consensus building and other collaborative strategies have not been effective.  Handles dissent from subordinates in a constructive manner.  Communicates decisions and utilizes effective strategies for addressing inappropriate staff, student, or parent actions, or absence of action, based on decision.	Identifies and resolves most conflict.		

Evaluator Notes: These will not print on the output

How will the setting print?  
Can rubrics split elements across pages?



http://



Print PDF

Return to Select Documents

PLC or Grade Level / Department Meetings

Developing the Organization

The Developing the Organization rubric is designed to support the school administrator in building collaborative cultures, fostering professional growth and leadership, and connecting the school to its wider environment.

Element	4	3	2	1	0	Comments
	CIP: Continuous Improvement Plan Descriptors		PD: Professional Development			
Facilitation of Effective Meetings	<p>Listens actively and connects meeting content to school goals and values.</p> <p>Ensures meeting participants share ideas concisely with clear points.</p> <p>Checks for understanding with meeting participants to ensure clear expectations for person(s) responsible,</p>	<p>Utilizes appropriate facilitation and leadership strategies for specific meeting.</p> <p>Utilizes a variety of strategies in an effective manner (e.g., clarifies ideas, establishes time limits, sticks to the agenda, and ensures priority items are adequately addressed).</p> <p>Shares responsibility with members of team for adhering to norms and referencing norms during meeting as needed.</p>	<p>Uses effective communication strategies for specific audience.</p> <p>Makes efficient use of time; progress is made on majority of action items.</p> <p>Uses one or more strategies for facilitation (e.g., clarifies ideas, establishes time limits, sticks to the agenda).</p> <p>Documents and utilizes norms as a strategy for achieving meeting outcomes.</p> <p>Ensures next steps are clearly identified.</p>	<p>Uses communication strategies for specific audience.</p> <p>Establishes norms.</p>		
Professional Development	<p>Evaluates on-going PD objectives and coaching cycles for their impact on attainment of school goals.</p> <p>Ensures PD training objectives are differentiated for flexible groups of teachers based on content knowledge, content best practices, and/or instructional element needs identified in individual growth plans.</p>	<p>Works with leadership team to establish weekly or monthly PD objective(s) and activities that are connected to a prior PD objective and aligned to year-long PD goal with references to CIP goals.</p> <p>Supports staff implementation of professional learning with coaching cycles (e.g., planning, training, application, observation, coaching, checking for understanding) for groups of teachers based on student achievement, teacher instructional proficiency, and/or teacher content knowledge.</p>	<p>Creates multiple structures for PD including large group / small group, grade level / content teams, and individuals.</p> <p>Ensures school-level PD is aligned to CIP goals.</p> <p>Establishes weekly or monthly teacher coaching objectives for assigned teachers and provides feedback to teachers on classroom implementation based on recent PD.</p>	<p>Requires short- and long-term PD for all individual staff members based on goals in Educator Goal Plans, derived from teacher evaluation data and focused on increasing student achievement.</p> <p>Implements a PD plan,</p>		
Recruitment, Retention and Succession	<p>Identifies, equips, and places staff members in career pathway positions to ensure succession plans for every position in the school.</p> <p>Identifies and implements concrete strategies to retain high caliber teachers.</p>	<p>Provides formal and informal leadership opportunities to mentor emerging leaders, including development of highly effective leadership team members.</p> <p>Actively seeks and places student teachers and administrative interns with highly effective staff members to "grow own" candidates for new openings.</p> <p>Delegates appropriate tasks to competent staff members, checks on progress, and provides support.</p>	<p>Identifies, trains, and advises effective teachers in order to build leadership capacity consistent with school needs.</p> <p>Establishes systems for orientation, mentoring, and support for new classified and certified staff.</p> <p>Establishes relationships with new employees with frequent opportunities to address questions and needs.</p>	<p>Identifies effective teachers and provides opportunities to build leadership skills consistent with school needs.</p> <p>Supports ineffective teachers with intensive assistance plans.</p>		
Change Process	<p>Involves teachers in selective abandonment of practices unaligned to research-based strategy or CIP to overcome obstacles of time, resources, and energy required for new initiatives.</p>	<p>Manages change and moves key stakeholders from agreement to commitment, employing the tools and strategies most likely to be effective in various situations.</p>	<p>Uses knowledge of change theory to develop and apply specific strategies to support school staff as they engage in changing classroom practice in alignment with school and district initiatives.</p> <p>Addresses resistance to change; takes specific steps to move stakeholders to agreement.</p>	<p>Uses tools and strategies to build agreement for change.</p>		

Leading Instruction

The Leading Instruction rubric is designed to support the school administrator in leading the instructional program through high-level implementation of the teacher evaluation process in order to monitor and evaluate the effectiveness of instruction for the purpose of increased learning outcomes for student. In addition, the school administrator ensures that a rigorous curriculum is in place that is aligned to both state standards and college readiness standards, and that the written curriculum is taught and tested with high fidelity.

Element	4	3	2	1	0	Comments
	CIP: Continuous Improvement Plan Descriptors		PD: Professional Development			
Educator Goal Plans	<p>Implements system for monitoring Educator Goal Plans and produces documentation that 80% of teachers achieved their EGP goals.</p>	<p>Selects prioritized goals that will have the most impact on student learning.</p> <p>Mobilizes resources to support teacher growth.</p>	<p>Develops and annually revises Educator Goal Plans with measurable goals, sub-objectives and aligned actions steps for all assigned teachers using student achievement and teacher observation data.</p>	<p>Creates and annually revises Educator Goal Plan for all teachers using refinement goal from assigned teachers' observation.</p>		
Supervision of Written, Taught, & Tested Curriculum	<p>Ensures curriculum goes beyond state standards and tested areas to require higher levels of learning, as evidenced by grade-by-grade articulation of skills necessary to be on track to college and career readiness.</p> <p>Engages staff in curriculum planning, implementation, monitoring, and refinement in order to ensure student learning of standards</p>	<p>Monitors teaching of the standards in all subjects through analysis of student achievement results, teacher evaluation process, classroom visitations, and supervision of professional learning communities /department meetings/grade level meetings.</p> <p>Ensures scope and sequence is aligned to year-end goals and revisits and revises curriculum alignment based on student achievement results.</p> <p>Assesses gaps between written, taught, and tested curriculum, and facilitates the modification of materials, programs, strategies, and/or assessments as needed to address any identified gaps.</p>	<p>Monitors teaching of the standards in all subjects through teacher evaluation process, classroom visitations, and supervision of professional learning communities/department meetings/grade level meetings.</p> <p>Ensures scope and sequence is aligned to year-end goals and revisits and revises curriculum alignment based on student achievement results, as evidenced by current and/or revised curriculum maps and materials.</p>	<p>Monitors teaching of the standards in core subjects (or assigned core subject for assistant principal) through teacher evaluation process, classroom visitations, and supervision of professional learning communities /department meetings/grade level meetings.</p> <p>Ensures scope and sequence is aligned to year-end goals.</p>		

Securing Accountability

The Securing Accountability rubric is designed to support the school administrator in creating conditions for student success and contributing to the effective management of the school so that everyone can focus on teaching and learning. The school administrator monitors the continuous improvement plan (CIP) to meet or exceed rigorous, student achievement goals in order to close achievement gaps or maintain high levels of performance.

Element	4	3	2	1	0	Comments
	CIP: Continuous Improvement Plan Descriptors		PD: Professional Development			
Accountability for Goals	<p>Exceeds whole school performance goals for student achievement and for targeted sub groups in core content areas.</p>	<p>Utilizes an effective process to consistently monitor, review and revise PLC, grade level, team and department goals to revise the CIP, instructional strategies, and/or grade /team action plans.</p> <p>Meets performance goals for student achievement in targeted sub groups in core content areas</p>	<p>Utilizes an effective process to consistently monitor, review, and revise the CIP (e.g., tracks annual outcomes and monthly/weekly data against plan milestones to monitor, track, and review progress; adjusts strategies in order to reach goals).</p> <p>Meets performance goals for student achievement in core content areas.</p>	<p>Utilizes a process to monitor the school improvement plan.</p> <p>Demonstrates measurable student achievement gains in core content goal areas.</p>		
Accountability Systems	<p>Uses formative and summative data on student achievement, teacher performance, and school processes throughout the year to improve student learning and achievement.</p>	<p>Develops systems to monitor progress toward academic priorities and creates a plan for overcoming student learning obstacles.</p> <p>Ensures teachers work in teams (at least twice monthly) to examine student work, analyze disaggregated data, and implement instructional strategies to improve teaching and</p>	<p>Establishes academic priorities that are non-negotiable and holds staff and collaborative teams (e.g., PLCs) accountable for implementing strategies that align teaching and learning with CIP goals and task-analyzed objectives.</p> <p>Provides structures (e.g.,</p>	<p>References school goals in a variety of forums (e.g., meetings, pre-and post-conferences, classroom observations, curriculum- and instruction-based meetings) to maintain focus on student learning.</p> <p>Provides structures (e.g.,</p>		
Manages School Resources	<p>Allocates or reallocates resources time, schedule, technology, staff, funding) based on proven effectiveness in meeting student achievement goals.</p>	<p>Collaborates with key staff to evaluate effectiveness of fiscal resource use relative to the attainment of school goals and improvement of student achievement.</p> <p>Maximizes and aligns use of all resources (time, schedule, technology, staff, funding) to</p>	<p>Collaborates with key staff to establish and implement a process for allocating appropriate fiscal resources to support the school goals and improve student achievement.</p> <p>Ensures equitable distribution of highly effective staff members.</p>	<p>Establishes a process to allocate appropriate fiscal resources that support the school goals and improve student achievement.</p> <p>Makes high-quality staff selections</p>		

Evaluator Notes: These will not print on the output





Print PDF

Return to Select Documents

Teacher Observation and Scoring

Leading Instruction

The Leading Instruction rubric is designed to support the school administrator in leading the instructional program through high-level implementation of the teacher evaluation process in order to monitor and evaluate the effectiveness of instruction for the purpose of increased learning outcomes for student. In addition, the school administrator ensures that a rigorous curriculum is in place that is aligned to both state standards and college readiness standards, and that the written curriculum is taught and tested with high fidelity.

	4	3	2	1	0		
Element	CIP: Continuous Improvement Plan		PD: Professional Development			Comments	
	Descriptors						
Observing & Analyzing Instruction	<p>Implements an effective system to frequently* visit classrooms and provide teachers with accurate and prompt feedback in alignment with Educator Goal Plans.</p> <p>Intentionally analyzes scripts in order to provide specific instructional feedback to teachers.</p>	<p>Uses REIL Learning Observation/Documentation Process to accurately evaluate each teacher's performance as evidenced by a rating of "meets" on the annual certified evaluator assessment.</p> <p>Accurately scripts teacher and student statements in a comprehensive manner (e.g., time intervals, learner engagement data, teacher movement patterns) to provide evidence of observations and evaluation ratings.</p>	<p>Uses REIL Learning Observation/Documentation Process to evaluate assigned teachers' performance, and identifies each assigned teacher's strengths and learning needs.</p> <p>Accurately scripts teacher and student statements to provide evidence of observations and evaluation ratings.</p>	<p>Uses REIL Learning Observation/Documentation Process to evaluate each teacher's performance.</p> <p>Scripts teacher and student statements to provide evidence of observations and</p>			
Supervision of Written, Taught, & Tested Curriculum	<p>Ensures curriculum goes beyond state standards and tested areas to require higher levels of learning, as evidenced by grade-by-grade articulation of skills necessary to be on track to college and career readiness.</p> <p>Engages staff in curriculum planning, implementation, monitoring, and refinement in order to ensure student learning of standards</p>	<p>Monitors teaching of the standards in all subjects through analysis of student achievement results, teacher evaluation process, classroom visitations, and supervision of professional learning communities /department meetings/grade level meetings.</p> <p>Ensures scope and sequence is aligned to year-end goals and revisits and revises curriculum alignment based on student achievement results.</p> <p>Assesses gaps between written, taught, and tested curriculum, and facilitates the modification of materials, programs, strategies, and/or assessments as needed to address any identified gaps.</p>	<p>Monitors teaching of the standards in all subjects through teacher evaluation process, classroom visitations, and supervision of professional learning communities/department meetings/grade level meetings.</p> <p>Ensures scope and sequence is aligned to year-end goals and revisits and revises curriculum alignment based on student achievement results, as evidenced by current and/or revised curriculum maps and materials.</p>	<p>Monitors teaching of the standards in core subjects (or assigned core subject for assistant principal) through teacher evaluation process, classroom visitations, and supervision of professional learning communities /department meetings/grade level meetings.</p> <p>Ensures scope and sequence is aligned to year-end goals.</p>			

Evaluator Notes: These will not print on the output





Print PDF

Return to Select Documents

Setting and Communicating Direction

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high performance expectations.

	4	3	2	1	0	
Element	CIP: Continuous Improvement Plan / PD: Professional Development					Comments
	Descriptors					
Shared Purpose	Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision.	Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term. Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals.	Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness. Communicates and/or references school vision focused on academic outcomes as evidenced by:	Communicates and/or references school vision as evidenced by: o Posted vision /mission. o Referenced in planning sessions / meetings. o Referenced in communication materials.		
Goal Setting	Works with school & district leadership team to use multiple longitudinal measures of data/evidence, with feedback from staff, to assess the strengths & weaknesses of the school in order to set district-aligned goals for the CIP. Ensures measurable indicators for significant and achievable growth for all students, with designated subgroups and content/grade-level specific goals (e.g., 5th grade literacy ELL; high school algebra), are in place.	Facilitates leadership team in diagnosis of the school's strengths and weaknesses, using multiple sources of data/evidence to set measurable district-aligned goals for the CIP. Ensures targeted goal(s) for prioritized student subgroups (e.g., 3rd grade ELL; 10th special education) are in place.	Analyzes teacher evaluation and student achievement data to determine strengths and weaknesses in order to set measurable district-aligned goals for the CIP.	Sets attainable, rigorous student achievement goals to close achievement gaps or maintain high levels of performance		
Continuous Improvement Planning	Works with the staff to incorporate action steps in CIP that include: o Differentiated PD with systematic monitoring and coaching. o Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication).	Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities	Works with the staff to: o Include task-analyzed objectives that identify milestones toward the goal. o Include action steps and timelines for achieving task-analyzed objectives. o Budget funds and allocate resources and responsible person(s) aligned to each objective.	Aligns objectives to goal(s) in CIP. Lists measurable and attainable action steps for each objective in CIP. Includes source of funding for identified objectives.		
Consensus Building Around the CIP	Empowers others to lead conversations with grade level and content area teams centered on the CIP goals.	Builds school consensus around the CIP.	References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind.	Shares CIP with staff.		

Building Relationships

The Building Relationships rubric is designed to support the school administrator in fostering genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The school administrator affirms and empowers others to work in the best interests of all students.

	4	3	2	1	0	
Element	CIP: Continuous Improvement Plan / PD: Professional Development					Comments
	Descriptors					
Celebrating Individual and Team Accomplishments	Celebrates student and staff achievement of benchmarks and milestones aligned to the vision.	Implements a system to acknowledge and celebrate individual and team academic successes on a consistent basis	Celebrates individual and team accomplishments on a formal and informal basis.	Celebrates individual and team accomplishments on an informal basis.		
Mutual Trust and Respect	Facilitates students and staff ability to demonstrate use of active listening with one another to set a tone of mutual trust and respect between all parties.  Differentiates communication style and demonstrates a positive and appropriate rapport with students, staff, families, community members	Demonstrates active listening skills and incorporates different perspectives into decisions to set a tone of mutual trust and respect.  Responds appropriately to differing sets of values or points of view.	Demonstrates active listening in conversations with students, parents, and staff to demonstrate empathy and concern for the well-being of individual students and staff personally and professionally	Responds to students, parents and staff in a respectful way. Listens respectfully to students, parents and staff.		
Transparent Decision Making	Provides a process/system for staff, parents, and students to proactively identify challenges and participate in opportunities to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals.	Proactively identifies challenges and provides opportunities for students, staff, and parents to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals.	Involves staff, students and parents in decision-making concerning CIP. Includes times on meeting agendas for adults to actively participate in school-wide decisions.	Ensures staff, students, and parents sit on committees for school improvement. Provides opportunities for students, staff, and families to voice questions or concerns		
Communication of Expectations & Progress	Implements systems, processes, and structures for two-way communication of concerns, decisions, plans, and on-going progress monitoring.	Creates expectations and puts structures in place for consistent communication from teachers to families about student progress	Develops systems to increase communication with families and the community.	Communicates key school information and events to staff on a regular basis.		
Conflict Resolution	Adjusts plans, and identifies strategies and opportunities for relationship building with staff based on analysis of individual conflicts and patterns of conflict between values and practice.  Learns from and encourages differing perspectives to gain new perspectives and improve school-wide practices.	Incorporates different perspectives (including voices of dissent) into decisions consistently striving for mutually beneficial solutions that further the vision of the school.  Analyzes sources of influence to fully understand resistant attitudes or behaviors.  Makes decisions based on school vision, mission and goals and considers culture or individuals needs in planning and implementation of next steps.	Engages staff members in crucial conversations when consensus building and other collaborative strategies have not been effective.  Handles dissent from subordinates in a constructive manner.  Communicates decisions and utilizes effective strategies for addressing inappropriate staff, student, or parent actions, or absence of action, based on decision.	Identifies and resolves most conflict.		

Evaluator Notes: These will not print on the output



Print PDF

Return to Select Documents

Developing the Organization

The Developing the Organization rubric is designed to support the school administrator in building collaborative cultures, fostering professional growth and leadership, and connecting the school to its wider environment.

Element	4	3	2	1	0	Comments	
	CIP: Continuous Improvement Plan		PD: Professional Development				
Element	Descriptors						
Facilitation of Effective Meetings	<p>Listens actively and connects meeting content to school goals and values.</p> <p>Ensures meeting participants share ideas concisely with clear points.</p> <p>Checks for understanding with meeting participants to ensure clear expectations for person(s) responsible,</p>	<p>Utilizes appropriate facilitation and leadership strategies for specific meetings.</p> <p>Utilizes a variety of strategies in an effective manner (e.g., clarifies ideas, establishes time limits, sticks to the agenda, and ensures priority items are adequately addressed).</p> <p>Shares responsibility with members of team for adhering to norms and referencing norms during meeting as needed.</p>	<p>Uses effective communication strategies for specific audience.</p> <p>Makes efficient use of time; progress is made on majority of action items.</p> <p>Uses one or more strategies for facilitation (e.g., clarifies ideas, establishes time limits, sticks to the agenda).</p> <p>Documents and utilizes norms as a strategy for achieving meeting outcomes.</p> <p>Ensures next steps are clearly identified.</p>	<p>Uses communication strategies for specific audience.</p> <p>Establishes norms.</p>			
Professional Development	<p>Evaluates on-going PD objectives and coaching cycles for their impact on attainment of school goals.</p> <p>Ensures PD training objectives are differentiated for flexible groups of teachers based on content knowledge, content best practices, and/or instructional element needs identified in individual growth plans.</p>	<p>Works with leadership team to establish weekly or monthly PD objective(s) and activities that are connected to a prior PD objective and aligned to year-long PD goal with references to CIP goals.</p> <p>Supports staff implementation of professional learning with coaching cycles (e.g., planning, training, application, observation, coaching, checking for understanding) for groups of teachers based on student achievement, teacher instructional proficiency, and/or teacher content knowledge.</p>	<p>Creates multiple structures for PD including large group / small group, grade level / content teams, and individuals.</p> <p>Ensures school-level PD is aligned to CIP goals.</p> <p>Establishes weekly or monthly teacher coaching objectives for assigned teachers and provides feedback to teachers on classroom implementation based on recent PD.</p>	<p>Requires short- and long-term PD for all individual staff members based on goals in Educator Goal Plans, derived from teacher evaluation data and focused on increasing student achievement.</p> <p>Implements a PD plan,</p>			
Recruitment, Retention and Succession	<p>Identifies, equips, and places staff members in career pathway positions to ensure succession plans for every position in the school.</p> <p>Identifies and implements concrete strategies to retain high caliber teachers.</p>	<p>Provides formal and informal leadership opportunities to mentor emerging leaders, including development of highly effective leadership team members.</p> <p>Actively seeks and places student teachers and administrative interns with highly effective staff members to "grow own" candidates for new openings.</p> <p>Delegates appropriate tasks to competent staff members, checks on progress, and provides support.</p>	<p>Identifies, trains, and advises effective teachers in order to build leadership capacity consistent with school needs.</p> <p>Establishes systems for orientation, mentoring, and support for new classified and certified staff.</p> <p>Establishes relationships with new employees with frequent opportunities to address questions and needs.</p>	<p>Identifies effective teachers and provides opportunities to build leadership skills consistent with school needs.</p> <p>Supports ineffective teachers with intensive assistance plans.</p>			
Change Process	<p>Involves teachers in selective abandonment of practices unaligned to research-based strategy or CIP to overcome obstacles of time, resources, and energy required for new initiatives.</p>	<p>Manages change and moves key stakeholders from agreement to commitment, employing the tools and strategies most likely to be effective in various situations.</p>	<p>Uses knowledge of change theory to develop and apply specific strategies to support school staff as they engage in changing classroom practice in alignment with school and district initiatives.</p> <p>Addresses resistance to change; takes specific steps to move stakeholders to agreement.</p>	<p>Uses tools and strategies to build agreement for change.</p>			

Leading Instruction

The Leading Instruction rubric is designed to support the school administrator in leading the instructional program through high-level implementation of the teacher evaluation process in order to monitor and evaluate the effectiveness of instruction for the purpose of increased learning outcomes for student. In addition, the school administrator ensures that a rigorous curriculum is in place that is aligned to both state standards and college readiness standards, and that the written curriculum is taught and tested with high fidelity.

Element	4	3	2	1	0	Comments	
	CIP: Continuous Improvement Plan		PD: Professional Development				
Element	Descriptors						
Supervision of Written, Taught, & Tested Curriculum	<p>Ensures curriculum goes beyond state standards and tested areas to require higher levels of learning, as evidenced by grade-by-grade articulation of skills necessary to be on track to college and career readiness.</p> <p>Engages staff in curriculum planning, implementation, monitoring, and refinement in order to ensure student learning of standards</p>	<p>Monitors teaching of the standards in all subjects through analysis of student achievement results, teacher evaluation process, classroom visitations, and supervision of professional learning communities /department meetings/grade level meetings.</p> <p>Ensures scope and sequence is aligned to year-end goals and revisits and revises curriculum alignment based on student achievement results.</p> <p>Assesses gaps between written, taught, and tested curriculum, and facilitates the modification of materials, programs, strategies, and/or assessments as needed to address any identified gaps.</p>	<p>Monitors teaching of the standards in all subjects through teacher evaluation process, classroom visitations, and supervision of professional learning communities/department meetings/grade level meetings.</p> <p>Ensures scope and sequence is aligned to year-end goals and revisits and revises curriculum alignment based on student achievement results, as evidenced by current and/or revised curriculum maps and materials.</p>	<p>Monitors teaching of the standards in core subjects (or assigned core subject for assistant principal) through teacher evaluation process, classroom visitations, and supervision of professional learning communities /department meetings/grade level meetings.</p> <p>Ensures scope and sequence is aligned to year-end goals.</p>			

Securing Accountability

The Securing Accountability rubric is designed to support the school administrator in creating conditions for student success and contributing to the effective management of the school so that everyone can focus on teaching and learning. The school administrator monitors the continuous improvement plan (CIP) to meet or exceed rigorous, student achievement goals in order to close achievement gaps or maintain high levels of performance.

Element	4	3	2	1	0	Comments	
	CIP: Continuous Improvement Plan		PD: Professional Development				
Element	Descriptors						
Accountability for Goals	<p>Exceeds whole school performance goals for student achievement and for targeted sub groups in core content areas.</p>	<p>Utilizes an effective process to consistently monitor, review and revise PLC, grade level, team and department goals to revise the CIP, instructional strategies, and/or grade /team action plans.</p> <p>Meets performance goals for student achievement in targeted sub groups in core content areas</p>	<p>Utilizes an effective process to consistently monitor, review, and revise the CIP (e.g., tracks annual outcomes and monthly/weekly data against plan milestones to monitor, track, and review progress; adjusts strategies in order to reach goals).</p> <p>Meets performance goals for student achievement in core content areas.</p>	<p>Utilizes a process to monitor the school improvement plan.</p> <p>Demonstrates measurable student achievement gains in core content goal areas.</p>			
Accountability Systems	<p>Uses formative and summative data on student achievement, teacher performance, and school processes throughout the year to improve student learning and achievement.</p>	<p>Develops systems to monitor progress toward academic priorities and creates a plan for overcoming student learning obstacles.</p> <p>Ensures teachers work in teams (at least twice monthly) to examine student work, analyze disaggregated data, and implement instructional strategies to improve teaching and</p>	<p>Establishes academic priorities that are non-negotiable and holds staff and collaborative teams (e.g., PLCs) accountable for implementing strategies that align teaching and learning with CIP goals and task-analyzed objectives.</p> <p>Provides structures (e.g.,</p>	<p>References school goals in a variety of forums (e.g., meetings, pre-and post-observations, classroom-and instruction-based meetings) to maintain focus on student learning.</p> <p>Provides structures (e.g.,</p>			
Manages Day-to-Day Operations	<p>Creates and maintains effective systems (e.g., discipline, attendance) to support and monitor instructional priorities and minimize interruptions to instruction.</p> <p>Identifies and empowers key staff to maintain and monitor school systems.</p>	<p>Creates and maintains effective systems (e.g., discipline, attendance) to support instructional priorities, ensuring a clean, safe, efficient, orderly, and effective learning environment.</p> <p>Manages time to monitor classroom instruction through short- and long-term planning.</p>	<p>Creates systems (e.g., discipline, attendance) to support instructional priorities, promoting a clean, safe, efficient, orderly, and effective learning environment.</p>	<p>Manages the organization and operation for a clean, safe, orderly, learning environment.</p> <p>Attends to and complies with school operations.</p> <p>Addresses employee discipline appropriately.</p>			
Manages School Resources	<p>Allocates or reallocates resources time, schedule, technology, staff, funding) based on proven effectiveness in meeting student achievement goals.</p>	<p>Collaborates with key staff to evaluate effectiveness of fiscal resource use relative to the attainment of school goals and improvement of student achievement.</p> <p>Maximizes and aligns use of all resources (time, schedule, technology, staff, funding) to</p>	<p>Collaborates with key staff to establish and implement a process for allocating appropriate fiscal resources to support the school goals and improve student achievement.</p> <p>Ensures equitable distribution of highly effective staff members.</p>	<p>Establishes a process to allocate appropriate fiscal resources that support the school goals and improve student achievement.</p> <p>Makes high-quality staff selections</p>			

Evaluator Notes: These will not print on the output



**Observation Score Collection Sheet for REIL  
Learning Observation Instrument**

[Print PDF](#)

[Return to Select Documents](#)

Teacher Name: \_\_\_\_\_ School Name: \_\_\_\_\_ District Name: \_\_\_\_\_



Assignment: Grade Observed: Subject Observed:	Observation 1	Observation 2
	Pre      Obs      Post	Pre      Obs      Post
	Dates: <input type="text"/>	<input type="text"/>

**Content Rubric**

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Conceptual Understanding						
Task Analysis						
Connections to Content						
Content Accessibility						

**Formative Assessment Rubric**

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Real-Time Assessment						
Student Progress						
Correct Level of Difficulty						

**Instructional Strategies**

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Modeling or Constructing Knowledge						
Practice / Aligned Activity						
Feedback						
Monitor and Adjust						
Analysis of Instruction						

**Learner Engagement**

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Student-to-Student Interaction						
Teacher to Student Interaction						
Authentic engagement / Quality of Work						
Critical Thinking						

**Learning Community**

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Routines and Procedures						
Responsibility for Learning						
Monitoring and Responding to Student Behavior						
Relationships						

**Instructional Strategies**

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Engagement in Meaningful Learning Opportunities						
Collaboration with Colleagues						
Engagement with Families						
Communication with Families						
Leadership						



http://



REIL is an initiative of

**MCESA**

Maricopa County Education Service Agency



The sections of the rubric visible for entry will depend upon the Observation Setting or Documentation Selected. Only one Setting or Documentation entry would be available at a time.

Number of entries for each eval type is limited by the system.

### Leader Entry Form

Save Clear All Submit Print Report Logout

[Return to Leader Demographics](#)

This will display the number of elements evaluated for this leader

Principal Name:

Event Date:

This date is populated from Leader Entry

Observation Setting: Business Meeting

The Setting Value is taken from the Leader Entry form

Documentation:

Need Help ?

Setting and Communicating Direction Building Relationships Developing the Organization Leading Instruction Securing Accountability

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high performance expectations.

Element	4	3	2	1	0	Comments
	CIP: Continuous Improvement Plan PD: Professional Development					
Element	Descriptors					
Shared Purpose <input type="text" value="5"/>	Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision. <input checked="" type="checkbox"/>	Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term. Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals. <input type="checkbox"/>	Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness. Communicates and/or references school vision focused on academic outcomes as evidenced by: <input type="checkbox"/>	Communicates and/or references school vision as evidenced by: o Posted vision /mission. o Referenced in planning sessions / meetings. o Referenced in communication materials. <input type="checkbox"/>		
Continuous Improvement Planning <input type="text" value="5"/>	Works with the staff to incorporate action steps in CIP that include: o Differentiated PD with systematic monitoring and coaching. o Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication). <input checked="" type="checkbox"/>	Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities. <input type="checkbox"/>	Works with the staff to: o Include task-analyzed objectives that identify milestones toward the goal. o Include action steps and timelines for achieving task-analyzed objectives. o Budget funds and allocate resources and responsible person(s) aligned to each objective. <input type="checkbox"/>	Aligns objectives to goal(s) in CIP. Lists measurable and attainable action steps for each objective in CIP. Includes source of funding for identified objectives. <input type="checkbox"/>		
Consensus Building Around the CIP <input type="text" value="5"/>	Empowers others to lead conversations with grade level and content area teams centered on the CIP goals. <input checked="" type="checkbox"/>	Builds school consensus around the CIP. <input type="checkbox"/>	References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind. <input type="checkbox"/>	Shares CIP with staff. <input type="checkbox"/>		



http://



REIL is an initiative of

**MCESA**

Maricopa County Education Service Agency



The sections of the rubric visible for entry will depend upon the Observation Setting or Documentation Selected. Only one Setting or Documentation entry would be available at a time.

**Leader Entry Form**

Number of entries for each eval type is limited by the system.

Save Clear All Submit Print Report Logout

[a Return to Leader Demographics](#)

This will display the number of elements evaluated for this leader

Principal Name:

Event Date:

This date is populated from Leader Entry

Observation Setting: Business Meeting

The Setting Value is taken from the Leader Entry form

Documentation:

Need Help ?

Setting and Communicating Direction Building Relationships Developing the Organization Leading Instruction Securing Accountability

The Building Relationships rubric is designed to support the school administrator in fostering genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The school administrator affirms and empowers others to work in the best interests of all students.

	4	3	2	1	0	
Element	CIP: Continuous Improvement Plan Descriptors		PD: Professional Development			Comments
Accessibility	Structures frequent and regular opportunities for intentional / planned contact and interactions with students and staff in classrooms and throughout the school, and with colleagues and district staff. Provides accessible information about student expectations and progress to students, parents and staff through an array of forums and multiple formats. Partners with parents to create a school community that welcomes and values parents in the school (e.g., front office staff, volunteerism, neighborhood outreach or extensions of school, home visits, PTO, site councils). <input checked="" type="checkbox"/>	Structures daily opportunities for intentional / planned contact and interactions with students, staff, and parents in classrooms and throughout the school. Provides accessible information about student expectations and progress to students, parents, and staff. Creates a school community that welcomes and values parents in the school (e.g., front office staff, volunteerism, neighborhood outreach or extensions of school, home visits, PTO, site councils). <input type="checkbox"/>	Ensures visibility through daily opportunities for contact and interactions with students, staff, and parents in classrooms and throughout the school. Provides accessible information about student expectations to students, parents, and staff. Makes families and communities feel welcome and respected, responds to concerns, and engages in authentic dialogue with parents. <input type="checkbox"/>	Is visible at various times throughout the school day. Informs students, parents, and staff about academic and behavioral expectations. Responds to parent questions and concerns in a timely manner. <input type="checkbox"/>		
Celebrating Individual and Team Accomplishments	Celebrates student and staff achievement of benchmarks and milestones aligned to the vision. <input checked="" type="checkbox"/>	Implements a system to acknowledge and celebrate individual and team academic successes on a consistent basis. <input type="checkbox"/>	Celebrates individual and team accomplishments on a formal and informal basis. <input type="checkbox"/>	Celebrates individual and team accomplishments on an informal basis. <input type="checkbox"/>		
Mutual Trust and Respect	Facilitates students and staff ability to demonstrate use of active listening with one another to set a tone of mutual trust and respect between all parties. Differentiates communication style and demonstrates a positive and appropriate rapport with students, staff, families, community members. <input checked="" type="checkbox"/>	Demonstrates active listening skills and incorporates different perspectives into decisions to set a tone of mutual trust and respect. Responds appropriately to differing sets of values or points of view. <input type="checkbox"/>	Demonstrates active listening in conversations with students, parents, and staff to demonstrate empathy and concern for the well-being of individual students and staff personally and professionally. <input type="checkbox"/>	Responds to students, parents and staff in a respectful way. Listens respectfully to students, parents and staff. <input type="checkbox"/>		
Transparent Decision Making	Provides a process/system for staff, parents, and students to proactively identify challenges and participate in opportunities to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals. <input checked="" type="checkbox"/>	Proactively identifies challenges and provides opportunities for students, staff, and parents to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals. <input type="checkbox"/>	Involves staff, students and parents in decision-making concerning CIP. Includes times on meeting agendas for adults to actively participate in school-wide decisions. <input type="checkbox"/>	Ensures staff, students, and parents sit on committees for school improvement. Provides opportunities for students, staff, and families to voice questions or concerns. <input type="checkbox"/>		
Communication of Expectations & Progress	Implements systems, processes, and structures for two-way communication of concerns, decisions, plans, and on-going progress monitoring. <input checked="" type="checkbox"/>	Creates expectations and puts structures in place for consistent communication from teachers to families about student progress. <input type="checkbox"/>	Develops systems to increase communication with families and the community. <input type="checkbox"/>	Communicates key school information and events to staff on a regular basis. <input type="checkbox"/>		
Conflict Resolution	Adjusts plans, and identifies strategies and opportunities for relationship building with staff based on analysis of individual conflicts and patterns of conflict between values and practice. Learns from and encourages differing perspectives to gain new perspectives and improve school-wide practices. <input checked="" type="checkbox"/>	Incorporates different perspectives (including voices of dissent) into decisions consistently striving for mutually beneficial solutions that further the vision of the school. Analyzes sources of influence to fully understand resistant attitudes or behaviors. Makes decisions based on school vision, mission and goals and considers culture or individuals needs in planning and implementation of next steps. <input type="checkbox"/>	Engages staff members in crucial conversations when consensus building and other collaborative strategies have not been effective. Handles dissent from subordinates in a constructive manner. Communicates decisions and utilizes effective strategies for addressing inappropriate staff, student, or parent actions, or absence of action, based on decision. <input type="checkbox"/>	Identifies and resolves most conflict. <input type="checkbox"/>		



http://



REIL is an initiative of

**MCESA**

Maricopa County Education Service Agency



The sections of the rubric visible for entry will depend upon the Observation Setting or Documentation Selected. Only one Setting or Documentation entry would be available at a time.

**Leader Entry Form**

Number of entries for each eval type is limited by the system.

Save Clear All Submit Print Report Logout

[Return to Leader Demographics](#)

This will display the number of elements evaluated for this leader

Principal Name:

Event Date:

This date is populated from Leader Entry

Observation Setting: Business Meeting

The Setting Value is taken from the Leader Entry form

Documentation:

Need Help ?

Setting and Communicating Direction Building Relationships Developing the Organization Leading Instruction Securing Accountability

The Developing the Organization rubric is designed to support the school administrator in building collaborative cultures, fostering professional growth and leadership, and connecting the school to its wider environment.

	4	3	2	1	0			
Element	CIP: Continuous Improvement Plan		PD: Professional Development			Comments		
	Descriptors							
Facilitation of Effective Meetings <input type="text" value="5"/>	Listens actively and connects meeting content to school goals and values.  Ensures meeting participants share ideas concisely with clear points.  Checks for understanding with meeting participants to ensure clear expectations for person(s) responsible,	Utilizes appropriate facilitation and leadership strategies for specific meeting.  Utilizes a variety of strategies in an effective manner (e.g., clarifies ideas, establishes time limits, sticks to the agenda, and ensures priority items are adequately addressed).  Shares responsibility with members of team for adhering to norms and referencing norms during meeting as needed.	Uses effective communication strategies for specific audience.  Makes efficient use of time; progress is made on majority of action items.  Uses one or more strategies for facilitation (e.g., clarifies ideas, establishes time limits, sticks to the agenda).  Documents and utilizes norms as a strategy for achieving meeting outcomes.  Ensures next steps are clearly identified.	Uses communication strategies for specific audience.  Establishes norms.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Recruitment, Retention and Succession <input type="text" value="5"/>	Identifies, equips, and places staff members in career pathway positions to ensure succession plans for every position in the school.  Identifies and implements concrete strategies to retain high caliber teachers.	Provides formal and informal leadership opportunities to mentor emerging leaders, including development of highly effective leadership team members.  Actively seeks and places student teachers and administrative interns with highly effective staff members to "grow own" candidates for new openings.  Delegates appropriate tasks to competent staff members, checks on progress, and provides support.	Identifies, trains, and advises effective teachers in order to build leadership capacity consistent with school needs.  Establishes systems for orientation, mentoring, and support for new classified and certified staff.  Establishes relationships with new employees with frequent opportunities to address questions and needs.	Identifies effective teachers and provides opportunities to build leadership skills consistent with school needs.  Supports ineffective teachers with intensive assistance plans.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Change Process <input type="text" value="5"/>	Involves teachers in selective abandonment of practices unaligned to research-based strategy or CIP to overcome obstacles of time, resources, and energy required for new initiatives.	Manages change and moves key stakeholders from agreement to commitment, employing the tools and strategies most likely to be effective in various situations.	Uses knowledge of change theory to develop and apply specific strategies to support school staff as they engage in changing classroom practice in alignment with school and district initiatives.  Addresses resistance to change; takes specific steps to move stakeholders to agreement.	Uses tools and strategies to build agreement for change.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



http://



REIL is an initiative of

**MCESA**

Maricopa County Education Service Agency



The sections of the rubric visible for entry will depend upon the Observation Setting or Documentation Selected. Only one Setting or Documentation entry would be available at a time.

### Leader Entry Form

Number of entries for each eval type is limited by the system.

[Return to Leader Demographics](#)

This will display the number of elements evaluated for this leader

Principal Name:

Event Date:

This date is populated from Leader Entry

Observation Setting: Business Meeting

The Setting Value is taken from the Leader Entry form

Documentation:

Need Help

[Setting and Communicating Direction](#) [Building Relationships](#) [Developing the Organization](#) [Leading Instruction](#) [Securing Accountability](#)

The Leading Instruction rubric is designed to support the school administrator in leading the instructional program through high-level implementation of the teacher evaluation process in order to monitor and evaluate the effectiveness of instruction for the purpose of increased learning outcomes for student. In addition, the school administrator ensures that a rigorous curriculum is in place that is aligned to both state standards and college readiness standards, and that the written curriculum is taught and tested with high fidelity.

	4	3	2	1	0	
Element	CIP: Continuous Improvement Plan PD: Professional Development					Comments
	Descriptors					

There are no elements applicable to this rubric for this setting



http://



REIL is an initiative of

**MCESA**

Maricopa County Education Service Agency



The sections of the rubric visible for entry will depend upon the Observation Setting or Documentation Selected. Only one Setting or Documentation entry would be available at a time.

**Leader Entry Form**

Save Clear All Submit Print Report Logout

[Return to Leader Demographics](#)

This will display the number of elements evaluated for this leader

Principal Name:

Event Date:

Observation Setting: Business Meeting

Documentation:

The Setting Value is taken from the Leader Entry form

This date is populated from Leader Entry

Need Help ?

Setting and Communicating Direction Building Relationships Developing the Organization Leading Instruction Securing Accountability

The Securing Accountability rubric is designed to support the school administrator in creating conditions for student success and contributing to the effective management of the school so that everyone can focus on teaching and learning. The school administrator monitors the continuous improvement plan (CIP) to meet or exceed rigorous, student achievement goals in order to close achievement gaps or maintain high levels of performance.

	4	3	2	1	0	
	CIP: Continuous Improvement Plan		PD: Professional Development			Comments
Element	Descriptors					
<b>Manages Day-to-Day Operations</b> <input type="text" value="5"/>	Creates and maintains effective systems (e.g., discipline, attendance) to support and monitor instructional priorities and minimize interruptions to instruction.  Identifies and empowers key staff to maintain and monitor school systems.	Creates and maintains effective systems (e.g., discipline, attendance) to support instructional priorities, ensuring a clean, safe, efficient, orderly, and effective learning environment.  Manages time to monitor classroom instruction through short- and long-term planning.	Creates systems (e.g., discipline, attendance) to support instructional priorities, promoting a clean, safe, efficient, orderly, and effective learning environment.	Manages the organization and operation for a clean, safe, orderly, learning environment.  Attends to and complies with school operations.  Addresses employee discipline appropriately.		
<b>Manages School Resources</b> <input type="text" value="5"/>	Allocates or reallocates resources time, schedule, technology, staff, funding) based on proven effectiveness in meeting student achievement goals.	Collaborates with key staff to evaluate effectiveness of fiscal resource use relative to the attainment of school goals and improvement of student achievement.  Maximizes and aligns use of all resources (time, schedule, technology, staff, funding) to maximize student learning.	Collaborates with key staff to establish and implement a process for allocating appropriate fiscal resources to support the school goals and improve student achievement.  Ensures equitable distribution of highly effective staff members.	Establishes a process to allocate appropriate fiscal resources that support the school goals and improve student achievement.  Makes high-quality staff selections		

Number of entries for each eval type is limited by the system.