



Leading Observation Instrument

Business Meetings

Administrator Name	Date
School	District

Event Comments

SETTING & 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
	CIP: Continuous Improvement Plan PD: Professional Development				
Element	Descriptors				
Shared Purpose <input type="checkbox"/>	<ul style="list-style-type: none"> Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Posted vision/mission. Referenced in planning sessions / meetings. Referenced in communication materials. 	<ul style="list-style-type: none"> Communicates and/or references school vision as evidenced by: <ul style="list-style-type: none"> Posted vision /mission. Referenced in planning sessions / meetings. Referenced in communication materials. 	
Continuous Improvement Planning <input type="checkbox"/>	<ul style="list-style-type: none"> Works with the staff to incorporate action steps in CIP that include: <ul style="list-style-type: none"> Differentiated PD with systematic monitoring and coaching. Targeted student intervention systems for identified sub-populations. (differentiated plans) 	<ul style="list-style-type: none"> Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD <u>and</u> student intervention activities. 	<ul style="list-style-type: none"> Works with the staff to: <ul style="list-style-type: none"> Include task-analyzed objectives that identify milestones toward the goal. Include action steps and timelines for achieving task-analyzed objectives. Budget funds and allocate resources and 	<ul style="list-style-type: none"> 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. 	

	/materials, data analysis, remediation/intervention delivery, progress monitoring, communication).		responsible person(s) aligned to each objective.		
Consensus-Building around the CIP <input type="checkbox"/>	<ul style="list-style-type: none"> Empowers others to lead conversations with grade level and content area teams centered on the CIP goals. 	<ul style="list-style-type: none"> Builds school consensus around the CIP. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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				
	Descriptors				
Accessibility <input type="checkbox"/>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 & Team Accomplishments <input type="checkbox"/>	<ul style="list-style-type: none"> Celebrates student and staff achievement of benchmarks and milestones aligned to the vision. 	<ul style="list-style-type: none"> Implements a system to acknowledge and celebrate individual and team academic successes on a consistent basis. 	<ul style="list-style-type: none"> Celebrates individual and team accomplishments on a formal and informal basis. 	<ul style="list-style-type: none"> Celebrates individual and team accomplishments on an informal basis. 	

<p>Mutual Trust & Respect</p> 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Responds to students, parents and staff in a respectful way. Listens respectfully to students, parents and staff. 	
<p>Transparent Decision-Making</p> 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Involves staff, students and parents in decision-making concerning CIP. Includes times on meeting agendas for adults to actively participate in school-wide decisions. 	<ul style="list-style-type: none"> Ensures staff, students, and parents sit on committees for school improvement. Provides opportunities for students, staff, and families to voice questions or concerns. 	
<p>Communication of Expectations & Progress</p> 	<ul style="list-style-type: none"> Implements systems, processes, and structures for two-way communication of concerns, decisions, plans, and on-going progress monitoring. 	<ul style="list-style-type: none"> Creates expectations and puts structures in place for consistent communication from teachers to families about student progress. 	<ul style="list-style-type: none"> Develops systems to increase communication with families and the community. 	<ul style="list-style-type: none"> Communicates key school information and events to staff on a regular basis. 	
<p>Conflict Resolution</p> 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

	4	3	2	1	0
Element	CIP: Continuous Improvement Plan		PD: Professional Development		
	Descriptors				
Facilitation of Effective Meetings <div style="border: 1px solid black; width: 50px; height: 20px; margin-left: 10px;"></div>	<ul style="list-style-type: none"> 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, due date, and manner of follow-up. 	<ul style="list-style-type: none"> 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. Ensures next steps are clearly identified with clarity for who is responsible and when task should be completed. 	<ul style="list-style-type: none"> Uses effective communication strategies for specific audience. Makes efficient use of time; progress is made on majority of action items. Uses <u>one or more</u> 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. 	<ul style="list-style-type: none"> Uses communication strategies for specific audience. Establishes norms. 	
Recruitment, Retention, & Succession <div style="border: 1px solid black; width: 50px; height: 20px; margin-left: 10px;"></div>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identifies effective teachers and provides opportunities to build leadership skills consistent with school needs. Supports ineffective teachers with intensive assistance plans. 	
Change Process <div style="border: 1px solid black; width: 50px; height: 20px; margin-left: 10px;"></div>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Manages change and moves key stakeholders from agreement to commitment, employing the tools and strategies most likely to be effective in various situations. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Uses tools and strategies to build agreement for change. 	

			<ul style="list-style-type: none"> Addresses resistance to change; takes specific steps to move stakeholders to agreement. 	
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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 Proficient	1	0
	CIP: Continuous Improvement Plan				
	Descriptors				
Manages Day-to-Day Operations <div style="border: 1px solid black; width: 40px; height: 20px; margin-top: 5px;"></div>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Creates systems (e.g., discipline, attendance) to support instructional priorities, promoting a clean, safe, efficient, orderly, and effective learning environment. 	<ul style="list-style-type: none"> 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 <div style="border: 1px solid black; width: 40px; height: 20px; margin-top: 5px;"></div>	<ul style="list-style-type: none"> Allocates or reallocates resources time, schedule, technology, staff, funding) based on proven effectiveness in meeting student achievement goals. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Establishes a process to allocate appropriate fiscal resources that support the school goals and improve student achievement. Makes high-quality staff selections. 	

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