



	<ul style="list-style-type: none"> <li>Ensures measurable indicators for significant and achievable growth for all students, with designated subgroups and content/grade-level specific goals (e.g., 5<sup>th</sup> grade literacy ELL; high school algebra), are in place.</li> </ul>	subgroups (e.g., 3 <sup>rd</sup> grade ELL; 10 <sup>th</sup> special education) are in place.			
<b>Continuous Improvement Planning</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Works with the staff to incorporate action steps in CIP that include: <ul style="list-style-type: none"> <li>Differentiated PD with systematic monitoring and coaching.</li> <li>Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Works with the staff to: <ul style="list-style-type: none"> <li>Include task-analyzed objectives that identify milestones toward the goal.</li> <li>Include action steps and timelines for achieving task-analyzed objectives.</li> <li>Budget funds and allocate resources and responsible person(s) aligned to each objective.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Aligns objectives to goal(s) in CIP.</li> <li>Lists measurable and attainable action steps for each objective in CIP.</li> <li>Includes source of funding for identified objectives.</li> </ul>	

### 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
<b>Element</b>	CIP: Continuous Improvement Plan				
	<b>Descriptors</b>				
<b>Communication of Expectations &amp; Progress</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Implements systems, processes, and structures for two-way communication of concerns, decisions, plans, and on-going progress monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>Creates expectations and puts structures in place for consistent communication from teachers to families about student progress.</li> </ul>	<ul style="list-style-type: none"> <li>Develops systems to increase communication with families and the community.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates key school information and events to staff on a regular basis.</li> </ul>	
<b>Conflict Resolution</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>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.</li> <li>Learns from and encourages differing perspectives to gain new perspectives and improve school-wide practices.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporates different perspectives (including voices of dissent) into decisions consistently striving for mutually beneficial solutions that further the vision of the school.</li> <li>Analyzes sources of influence to fully understand resistant attitudes or behaviors.</li> <li>Makes decisions based on</li> </ul>	<ul style="list-style-type: none"> <li>Engages staff members in crucial conversations when consensus building and other collaborative strategies have not been effective.</li> <li>Handles dissent from subordinates in a constructive manner.</li> <li>Communicates decisions and utilizes effective strategies for addressing inappropriate staff, student,</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and resolves most conflict.</li> </ul>	

		school vision, mission and goals and considers culture or individuals needs in planning and implementation of next steps.	or parent actions, or absence of action, based on decision.		
--	--	---	---	--	--

**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
	CIP: Continuous Improvement Plan		PD: Professional Development		
	Descriptors				
<b>Professional Development</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Evaluates on-going PD objectives and coaching cycles for their impact on attainment of school goals.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Creates multiple structures for PD including large group / small group, grade level / content teams, and individuals.</li> <li>Ensures school-level PD is aligned to CIP goals.</li> <li>Establishes weekly or monthly teacher coaching objectives for assigned teachers and provides feedback to teachers on classroom implementation based on recent PD.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Implements a PD plan, aligned to CIP.</li> <li>Attends school-level PD sessions to engage in learning with staff.</li> </ul>	
<b>Leadership Team*</b> <input type="checkbox"/>  * This element will not be scored for assistant principals	<ul style="list-style-type: none"> <li>Maintains responsibility but demonstrates shared leadership with team members to make progress on CIP goals, PD plans, and other team objectives.</li> <li>Provides feedback and leadership opportunities to team members to ensure all team members are highly competent.</li> <li>Focuses agenda on logical and systematic development of effective teachers and improved instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Creates a balanced team with a variety of strengths to ensure leadership team has a full set of skills and approaches.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Focuses agenda on past and upcoming PD and/or how to help a few teachers progress.</li> </ul>	<ul style="list-style-type: none"> <li>Defines roles of administrators and team members function within their roles.</li> <li>Develops and implements meeting and team protocols and processes for the leadership team.</li> <li>Focuses agenda on immediate concerns related to student progress.</li> </ul>	

<b>Recruitment, Retention, &amp; Succession</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Identifies, equips, and places staff members in career pathway positions to ensure succession plans for every position in the school.</li> <li>Identifies and implements concrete strategies to retain high caliber teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Provides formal and informal leadership opportunities to mentor emerging leaders, including development of highly effective leadership team members.</li> <li>Actively seeks and places student teachers and administrative interns with highly effective staff members to “grow own” candidates for new openings.</li> <li>Delegates appropriate tasks to competent staff members, checks on progress, and provides support.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies, trains, and advises effective teachers in order to build leadership capacity consistent with school needs.</li> <li>Establishes systems for orientation, mentoring, and support for new classified and certified staff.</li> <li>Establishes relationships with new employees with frequent opportunities to address questions and needs.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies effective teachers and provides opportunities to build leadership skills consistent with school needs.</li> <li>Supports ineffective teachers with intensive assistance plans.</li> </ul>
<b>Change Process</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Manages change and moves key stakeholders from agreement to commitment, employing the tools and strategies most likely to be effective in various situations.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Addresses resistance to change; takes specific steps to move stakeholders to agreement.</li> </ul>	<ul style="list-style-type: none"> <li>Uses tools and strategies to build agreement for change.</li> </ul>

### 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 Proficient	1	0
<b>Element</b>	<b>Descriptors</b>				
<b>Observing &amp; Analyzing Instruction</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Implements an effective system to frequently* visit classrooms and provide teachers with accurate and prompt feedback in alignment with Educator Goal Plans.</li> <li>Intentionally analyzes scripts in order to provide specific instructional feedback to teachers.</li> </ul> <p>*In addition to formal observation</p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Uses REIL Learning Observation/Documentation Process to evaluate assigned teachers' performance, and identifies each assigned teacher's strengths and learning needs.</li> <li>Accurately scripts teacher and student statements to provide evidence of observations and evaluation ratings.</li> </ul>	<ul style="list-style-type: none"> <li>Uses REIL Learning Observation/Documentation Process to evaluate each teacher's performance.</li> <li>Scripts teacher and student statements to provide evidence of observations and evaluation ratings.</li> </ul>	

<p><b>Supervision of Written, Taught, &amp; Tested Curriculum</b></p> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 5px 0;"></div>	<ul style="list-style-type: none"> <li>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.</li> <li>Engages staff in curriculum planning, implementation, monitoring, and refinement in order to ensure student learning of standards.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Ensures scope and sequence is aligned to year-end goals and revisits and revises curriculum alignment based on student achievement results.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Ensures scope and sequence is aligned to year-end goals.</li> </ul>
--	---	--	---	---

### 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 Proficient	1	0
CIP: Continuous Improvement Plan					
<b>Element</b>	<b>Descriptors</b>				
<p><b>Accountability for Goals</b></p> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 5px 0;"></div>	<ul style="list-style-type: none"> <li>Exceeds whole school performance goals for student achievement <b>and for targeted sub groups in core content</b> areas.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes an <b>effective process to consistently</b> monitor, review and revise PLC, grade level, team and department goals to revise the CIP, instructional strategies, and/or grade /team action plans.</li> <li>Meets performance goals for student achievement in <b>targeted sub groups in core content</b> areas.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes an <b>effective process to consistently</b> 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).</li> <li><b>Meets</b> performance goals for student achievement in <b>core content</b> areas.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes a process to monitor the school improvement plan.</li> <li>Demonstrates measurable <b>student achievement gains in core content</b> goal areas.</li> </ul>	
<p><b>Accountability Systems</b></p> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 5px 0;"></div>	<ul style="list-style-type: none"> <li>Uses formative and summative data on student achievement, teacher performance, and school processes throughout the year to improve student learning and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Develops systems to monitor progress toward academic priorities and creates a plan for overcoming student learning obstacles.</li> <li>Ensures teachers work in teams (at least twice</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	

		monthly) to examine student work, analyze disaggregated data, and implement instructional strategies to improve teaching and learning.	<ul style="list-style-type: none"> <li>Provides structures (e.g., professional learning communities, common planning time, grade level /subject area meeting) <b>and ensures (via agenda/notes collection, visitations, verbal feedback to teams, etc.) that staff members collaborate within grade level or department</b> for the purpose of meeting team specific student learning /achievement goals.</li> </ul>	<p>learning.</p> <ul style="list-style-type: none"> <li>Provides structures (e.g., professional learning communities, common planning time, grade level /subject area meeting) for the purpose of meeting team specific student learning /achievement goals.</li> </ul>	
<p><b>Manages Day-to-Day Operations</b></p> 	<ul style="list-style-type: none"> <li>Creates and maintains effective systems (e.g., discipline, attendance) to support and monitor instructional priorities and minimize interruptions to instruction.</li> <li>Identifies and empowers key staff to maintain and monitor school systems.</li> </ul>	<ul style="list-style-type: none"> <li>Creates and <b>maintains effective</b> systems (e.g., discipline, attendance) to support instructional priorities, ensuring a clean, safe, efficient, orderly, and effective learning environment.</li> <li>Manages time to monitor classroom instruction through short- and long-term planning.</li> </ul>	<ul style="list-style-type: none"> <li>Creates systems (e.g., discipline, attendance) to support instructional priorities, promoting a clean, safe, efficient, orderly, and effective learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Manages the organization and operation for a clean, safe, orderly, learning environment.</li> <li>Attends to and complies with school operations.</li> <li>Addresses employee discipline appropriately.</li> </ul>	
<p><b>Manages School Resources</b></p> 	<ul style="list-style-type: none"> <li>Allocates or reallocates resources time, schedule, technology, staff, funding) based on proven effectiveness in meeting student achievement goals.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with key staff to evaluate effectiveness of fiscal resource use relative to the attainment of school goals and improvement of student achievement.</li> <li>Maximizes and aligns use of all resources (time, schedule, technology, staff, funding) to maximize student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with key staff to establish and implement a process for allocating appropriate fiscal resources to support the school goals and improve student achievement.</li> <li>Ensures equitable distribution of highly effective staff members.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes a process to allocate appropriate fiscal resources that support the school goals and improve student achievement.</li> <li>Makes high-quality staff selections.</li> </ul>	

