



	aligned goals for the CIP. <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>	prioritized student 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 and 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>	

### 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
<b>Element</b>	CIP: Continuous Improvement Plan		PD: Professional Development		
	<b>Descriptors</b>				
<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> </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</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> </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</li> </ul>	

	<ul style="list-style-type: none"> <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>	<p>year-long PD goal with references to CIP goals.</p> <ul style="list-style-type: none"> <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>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>	<p>teacher evaluation data and focused on increasing student achievement.</p> <ul style="list-style-type: none"> <li>Implements a PD plan, aligned to CIP.</li> <li>Attends school-level PD sessions to engage in learning with staff.</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.

Element	4	3	2 Proficient	1	0
	Descriptors				
<b>Supervision of Written, Taught, &amp; Tested Curriculum</b> <input type="checkbox"/>	<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.

Element	4	3	2 Proficient	1	0
	CIP: Continuous Improvement Plan Descriptors				
<b>Accountability for Goals</b> <input type="checkbox"/>	<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</b> to <b>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</b> to <b>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</b> in <b>core content</b> goal areas.</li> </ul>	

<p><b>Accountability Systems</b></p> 	<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 monthly) to examine student work, analyze disaggregated data, and implement instructional strategies to improve teaching and learning.</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> <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>	<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 learning.</li> <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 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>

