



Leading Observation Instrument

Staff Survey

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		
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. 	
Goal Setting <input type="checkbox"/>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Analyzes teacher evaluation and student achievement data to determine strengths and weaknesses in order to set measurable district-aligned goals for the CIP. 	<ul style="list-style-type: none"> Sets attainable, rigorous student achievement goals to close achievement gaps or maintain high levels of performance. 	

	<ul style="list-style-type: none"> 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. 	subgroups (e.g., 3 rd grade ELL; 10 th special education) are in place.			
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 /materials, data analysis, remediation/intervention delivery, progress monitoring, communication). 	<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 responsible person(s) aligned to each objective. 	<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. 	
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
CIP: Continuous Improvement Plan				
Element	Descriptors			
Accessibility <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px 0;"></div>	<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 <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px 0;"></div>	<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.
Mutual Trust & Respect <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px 0;"></div>	<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 	<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.

	members.				
Transparent Decision-Making <input type="checkbox"/>	<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. 	
Communication of Expectations & Progress <input type="checkbox"/>	<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. 	
Conflict Resolution <input type="checkbox"/>	<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.

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The <i>Developing the Organization</i> 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: 40px; height: 20px; margin: 10px 0;"></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. 		
Professional Development <div style="border: 1px solid black; width: 40px; height: 20px; margin: 10px 0;"></div>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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, aligned to CIP. Attends school-level PD sessions to engage in learning with staff. 		
Leadership Team* <div style="border: 1px solid black; width: 40px; height: 20px; margin: 10px 0;"></div>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Defines roles of administrators and team members function within their roles. Develops and implements meeting and team protocols and processes for the leadership team. 		

<p>* This element will not be scored for assistant principals</p>	<p>to team members to ensure all team members are highly competent.</p> <ul style="list-style-type: none"> Focuses agenda on logical and systematic development of effective teachers and improved instruction. 	<p>previous training objectives), progress of PLCs, and student progress, in order to adjust monthly plans and/or plan for next training.</p>	<p>upcoming PD and/or how to help a few teachers progress.</p>	<ul style="list-style-type: none"> Focuses agenda on immediate concerns related to student progress. 	
<p>Recruitment, Retention, & Succession</p> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 10px 0;"></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. 	
<p>Change Process</p> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 10px 0;"></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. Addresses resistance to change; takes specific steps to move stakeholders to agreement. 	<ul style="list-style-type: none"> Uses tools and strategies to build agreement for change. 	

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
Element	Descriptors				
<p>Pre- and Post-Conferencing</p> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 10px 0;"></div> <p>Pre</p>	<ul style="list-style-type: none"> Utilizes an efficient process to conduct pre-conferences with assigned teachers that results in modifications to plans that improve lesson design and delivery. 	<ul style="list-style-type: none"> Utilizes an effective process to conduct pre-conferences with assigned teachers that results in: <ul style="list-style-type: none"> An accurate assessment of teacher proficiency in some elements. Clarity in expectations for teacher observation. 	<ul style="list-style-type: none"> Utilizes a process to conduct pre-conferences with assigned teachers to reinforce and refine lesson design and preparation. 	<ul style="list-style-type: none"> Conducts pre-conferences with assigned teachers. 	

<p>Post</p>	<ul style="list-style-type: none"> Utilizes clear conference objectives that consider impact on student learning, relationship of the reinforcement and refinement, and evidence in script for optimum development of teacher. Transitions naturally to reinforcement and refinement sections of the conference using references to teacher statements in self-analysis. 	<ul style="list-style-type: none"> Utilizes an effective process to conduct post-conferences with assigned teachers that includes: <ul style="list-style-type: none"> Clear conference objectives. Focus on relationship of teacher actions to student learning. Use of teacher responses to formulate follow-up questions. Modeling of instructional element and checking for understanding to ensure teacher can transfer refined element to future instruction. <p style="text-align: center;">OR</p> Effective scaffolding of questions to cognitively coach proficient teacher to label and describe highly effective future instruction. 	<ul style="list-style-type: none"> Utilizes a process to conduct post-conferences with assigned teachers to reinforce and refine teacher effectiveness. 	<ul style="list-style-type: none"> Conducts post-conferences with assigned teachers.
<p>Educator Goal Plans</p> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 5px 0;"></div>	<ul style="list-style-type: none"> Implements system for monitoring Educator Goal Plans and produces documentation that 80% of teachers achieved their EGP goals. 	<ul style="list-style-type: none"> Selects prioritized goals that will have the most impact on student learning. Mobilizes resources to support teacher growth. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Creates and annually revises Educator Goal Plan for all teachers using refinement goal from assigned teachers' observation.

SECURING ACCOUNTABILITY					
The <i>Securing Accountability</i> 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
Element	CIP: Continuous Improvement Plan				
	Descriptors				
<p>Accountability Systems</p> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 5px 0;"></div>	<ul style="list-style-type: none"> Uses formative and summative data on student achievement, teacher performance, and school processes throughout the year to improve student learning and achievement. 	<ul style="list-style-type: none"> 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 learning. 	<ul style="list-style-type: none"> 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., professional learning communities, common planning time, grade level /subject area meeting) and ensures (via agenda/notes collection, visitations, verbal feedback to teams, 	<ul style="list-style-type: none"> 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., professional learning communities, common planning time, grade level /subject area meeting) for the purpose of meeting team specific student learning /achievement 	

			etc.) that staff members collaborate within grade level or department for the purpose of meeting team specific student learning /achievement goals.	goals.	
Manages Day-to-Day Operations <input type="checkbox"/>	<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 <input type="checkbox"/>	<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. 	

