



Leading Observation Instrument

Walk-thru Visit of Classrooms

Administrator Name	Date
School	District

Event Comments

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
	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, 	<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. 	

	volunteerism, neighborhood outreach or extensions of school, home visits, PTO, site councils).				
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. 	

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					
Professional Development <input type="checkbox"/>	<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. 	

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				
Supervision of Written, Taught, & Tested Curriculum <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px 0;"></div>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

	4	3	2 Proficient	1	0
Element	Descriptors				
Accountability for Goals <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px 0;"></div>	<ul style="list-style-type: none"> Exceeds whole school performance goals for student achievement and for targeted sub groups in core content areas. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Utilizes a process to monitor the school improvement plan. Demonstrates measurable student achievement gains in core content goal areas. 	

<p>Accountability Systems</p> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 10px 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, etc.) that staff members collaborate within grade level or department for the purpose of meeting team specific student learning /achievement goals. 	<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 goals.
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