Standards 1- 4

Standards and Indicators of Effective Administrative Leadership: Rubric

Evidence of Administrative Leadership

The purpose of this rubric is to provide a guide for collecting evidence around effective administrative leadership. The rubric identifies the important evidence in each element rating. Areas that are shaded indicate critical evidence for that rating. The preponderance of evidence determines the overall rating. The use of this rubric will assist districts in setting the expectations for supervising teaching and learning using a common instrument. Its use will also support inter-rater reliability throughout the system.

Standards and Indicators of Effective Administrative Leadership
School-Level Administrator Rubric
Evidence from Instructional Leadership

Standard I: Instructional Leadership. The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Indicator I-A.	Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element I-A-1. Standards-Based Unit Design	Does not set the expectation that educators plan standards-based units of instruction, provide adequate resources and support for this activity, and/or monitor or assess progress.	Gives educators resources on how to use a backward design approach to planning standards-based units and checks that teachers engage in instructional planning. Sometimes monitors and assesses progress and provides feedback.	**Provides support and assistance for educators and teams to use a backward design approach to plan standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.**	Empowers staff to create with a backward design approach rigorous standard-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects educators to additional supports as needed. Is able to model this element.
I-A-1. Evidence	• Has little or no working knowledge of the MA curriculum standards. • Has little or no knowledge of backward design, measurable objectives and higher thinking skills, and is not able to use with teachers planning instruction. • Provides little or no feedback to teachers designing units of instruction. • Does not have a method to monitor progress toward instructional objectives. • Does not provide teachers with frameworks or PD to develop units; or makes acquiring the frameworks the responsibility of individual teachers.	• Has some general knowledge of the MA curriculum standards. • Has some knowledge of backward design, measurable objectives and higher thinking skills, but they are used inconsistently with teachers planning instruction. • Provides general feedback to teachers designing units of instruction. • Sporadically monitors and assesses progress toward instructional objectives through classroom observations, review of plans, and attendance at PLCs, without a clear schedule. • Attempts to provide teachers with frameworks and accompanying PD to develop units, but efforts are inconsistent.	• **Demonstrates a working knowledge of the MA curriculum standards.** • **Demonstrates a working knowledge of backward design, measurable objectives and higher order thinking skills.** • **Provides specific actionable feedback in writing and verbally to teachers designing units of instruction** • **Regularly monitors and assesses progress toward instructional objectives through classroom observation, review of plans, attendance at PLCs.** • **Provides teachers with Professional Development (PD) in backward planning, higher order thinking skills and challenging tasks.** • **Ensures teachers have access to MA standards, district curriculum and curriculum supports.** • **Ensures that implementation of pacing guides focuses on learning goals rather than content coverage.**	All of Proficient plus: • All staff demonstrates a working knowledge of the MA curriculum standards and is aligned across grade levels and content areas. • All staff effectively uses backward design, measurable objectives and higher order thinking skills. • All staff regularly monitors and assess and report progress toward instructional objectives through classroom observations, review of plans, and attendance at PLCs. • Teachers initiate PD in the areas of backward planning and higher order thinking skills to refine their skills.

Indicator I-A.	Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element I-A-2. Lesson Development Support	Does not set expectations for the development of well-structured lessons, provide support to educators, and/or discriminate between strong and weak lesson planning practices.	Provides limited training to educators on how to develop well-structured lessons and/or does not consistently address patterns of weak lesson development practices.	**Supports educators to develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.**	Supports educators to collaborate on developing a series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.
I-A-2. Evidence	• Provides little PD and administrative support to teachers in developing lesson plans. • Has a limited knowledge of the essential components of effective instruction and high yield strategies: student engagement, assessment, rigorous content and well structured lessons. • Rarely reviews and critiques lesson plans making appropriate comments/ raising questions re: improvements. • Seldom conducts regular classroom walkthroughs.	• Provides some general PD and administrative support to teachers in developing lesson plans. • Demonstrates a general knowledge of the essential components of effective instruction and high yield strategies: student engagement, assessment, rigorous content and well-structured lessons. • Occasionally reviews and critiques lesson plans making appropriate comments/ raising questions re: improvements on weak lessons. • Sporadically conducts classroom walkthroughs without a regular schedule. • Attempts to ensure that all teachers have appropriate and updated materials and technologies that are matched to curriculum needs with inconsistent results.	• **Regularly provides targeted PD and administrative support to teachers in developing lesson plans.** • **Demonstrates a working knowledge of the essential components of effective instruction and high yield strategies: student engagement, assessment, rigorous content and well-structured lessons.** • **Regularly reviews and critiques lesson plans making appropriate comments/ raising questions re: improvements.** • **Regularly conducts classroom walkthroughs and works from an established schedule.** • **Provides or develops with teachers a template for lesson planning.** • **Ensures that all teachers have appropriate and updated materials and technologies that are matched to curriculum needs.**	All of Proficient plus: • Facilitates the collaboration of interconnected units of study across content areas and grade levels.

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Indicator I-B	Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element I-B-1. Instructional Practices	Does not look for evidence of and/or cannot accurately identify more than a few effective teaching strategies and practices.	While observing practice and reviewing unit plans, occasionally looks for evidence of or accurately identifies appropriate teaching strategies and practice.	**While observing practice and reviewing unit plans, looks for and identifies a variety of effective teaching strategies and practices.**	Ensures, through observation and review of unit plans, that teachers know and employ effective teaching strategies and practices while teaching their content. Is able to model this element.
I-B-1. Evidence	• Has no or limited knowledge of effective instructional practices through discussion, planning documents, feedback and classroom observation including high yield strategies: student engagement, assessment, rigorous content and well-structured lessons. • Does not keep records of review of plans, walkthroughs, observations, conferences and artifacts.	• Demonstrates some cursory knowledge of effective instructional practices through discussion, planning documents, feedback and classroom observation including high yield strategies: student engagement, assessment, rigorous content and well structured lessons. • Keeps sporadic records of review of plans, walkthroughs, observations, conferences and artifacts. • Establishes expectations for students but does not have a system of rubrics to measure achievement.	•**Demonstrates a working knowledge of effective instructional practices through discussion, planning documents, actionable feedback and classroom observation including high yield strategies: student engagement, assessment, rigorous content and well-structured lessons.** •**Models effective instructional strategies and practices for all students.** •**Keeps updated records of review of plans, walkthroughs, observations, conferences and artifacts.** •**Establishes high expectations for all students that include agreed upon rubrics for levels of performance.**	All of Proficient plus: • All staff(including Special Needs and ELL teachers) demonstrate effective instructional practices through discussion, planning documents, actionable feedback and classroom observation including high yield strategies: student engagement, assessment, rigorous content and well-structured lessons.

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Indicator I-B	**Instruction:** Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of content, student effort, and/or student work school-wide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work school-wide but allows expectations to be inconsistently applied across the school.	**Sets and models high expectations for the quality of content, student effort and student work school-wide and supports educators to uphold these expectations consistently.**	Sets and models high expectations for the quality of content, student effort and student work school-wide and empowers educators and students to up-hold these expectations consistently. Is able to model this element.
I-B-2. Evidence	•Models high expectations for a limited number of students in daily interactions by encouraging/recognizing academic achievement. •Does not demonstrate the commitment to reach all students; often identifies specific subgroups as having a negative impact on the school's achievement. •Does not collect or collects very limited examples of students work on an ongoing basis and provides little or no feedback to teachers and students.	• Models high expectations for some students in daily interactions by encouraging/recognizing academic achievement but the efforts have minimal effect on student achievement. • Voices the commitment to reach all students but does not model this on a regular basis. • Does little to encourage staff to hold high expectations for student achievement. • May collect multiple examples of students work on an ongoing basis but feedback to teachers and students is inconsistent.	•**Establishes the mission and core values that permeate all decisions/procedures and protocols in the operation of the school.** •**Provides exemplars for rigorous content, student effort and students work for staff.** •**Models high expectations in daily interactions by encouraging/ recognizing academic achievement.** •**Supports staff in their endorsement of high expectations.** •**Models the commitment to teach all students in all settings.** •**Collects multiple examples of students work on an ongoing basis and provides feedback to teachers and students.**	All of Proficient plus: •The mission and core values permeate the entire operation of the school and are known by all staff and students. •High expectations are espoused by staff and students. •All staff demonstrate the commitment to reach all students. •Staff generates exemplars that students are able to incorporate into their work to produce high achievement. •Student products in classrooms and hallways reflect the high standards espoused by the school.

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Indicator I-B.	**Instruction:** Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element I-B-3. Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify more than a few effective teaching strategies and practices.	While observing practice and reviewing unit plans, occasionally looks for evidence of or accurately identifies teaching strategies and practices that are appropriate for diverse learners.	**While observing practice and reviewing unit plans, looks for and identifies a variety of teaching strategies and practices that are effective with diverse learners.**	Ensures through observation and review of unit plans, that teachers know and employ teaching strategies and practices that are effective with diverse learners while teaching their content. Is able to model this element.
I-B-3. Evidence	• Has little knowledge in the effective methods of differentiating instruction. • Demonstrates little knowledge of the student diversity in each classroom. • Rarely considers students' needs when making placements. • Rarely includes the role of assessment in differentiated instruction in feedback to teachers.	• Demonstrates a limited knowledge in the effective methods of differentiating instruction. • Has cursory knowledge of the student diversity in each classroom. • Occasionally demonstrates knowledge of students by matching strategies and placements to a few students' needs. • Occasionally integrates the role of assessment in differentiated instruction in all feedback to teachers.	• **Demonstrates a firm knowledge in the effective methods of differentiating instruction.** • **Requires differentiated instruction in all classrooms.** • **Knows the student diversity in each classroom.** • **Demonstrates knowledge of students by matching strategies and placements to their needs.** • **Integrates the role of assessment in differentiated instruction in all feedback to teachers.** • **Ensures that all texts and resource materials reflect the diversity of the school population.**	All of Proficient plus: • All staff differentiates instruction for all students based on assessment data and their knowledge of individual students. • All staff have a comprehensive knowledge of the diversity of their classes and make assignments that allow students to demonstrate their understanding in individually and, sometimes, culturally, diverse ways.

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Indicator I-C	**Assessment:** Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, understanding and make necessary adjustments to their practice when students are not learning.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element I-C-1. Variety of Assessments	Does not communicate or monitor a strategy for assessments, leaving it up to educators to design and implement their own assessments.	Provides educators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	**Supports educator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.**	Leads educator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessments that are aligned across grade levels and subject areas. Is able to model this element.
I-C-1. Evidence	• Demonstrates a limited knowledge of both assessments and grade level benchmarks for student performance. • Does not regularly review lesson plans to identify assessments contained in them. • Provides little or no feedback to teachers that enables them to use data effectively to inform instruction. • Identifies few or no formal and informal assessments that are appropriate for use in the school to measure student progress and does not monitor this.	• Demonstrates some knowledge of both assessments and grade level benchmarks for student performance. • Reviews lesson plans and occasionally identifies assessments contained in them. • Provides general feedback to teachers that enables them to use data effectively to inform instruction, but does not monitor this. • Identifies some formal and informal assessments that are appropriate for use in the school to measure student progress.	• **Provides resources (time, PD, money) to determine a school-wide plan to use assessments to inform instruction in all classrooms.** • **Demonstrates a thorough knowledge of both assessments and grade level benchmarks for student performance.** • **Reviews lesson plans to ensure that formative and summative assessment is included in all lesson plans.** • **Provides specific actionable feedback to teachers that enables them to use data effectively to inform instruction and monitors this.** • **Identifies with staff formal and informal assessments that are appropriate for use in the school to measure student progress.**	All of Proficient plus: • Leads educator teams within the building to create a system of assessments that tracks student progress and provides information to adjust instruction in all classrooms. • Establishes a structure to enable and ensure that student performance data is shared across grade levels.

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Indicator I-C	Assessment: Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, understanding and make necessary adjustments to their practice when students are not learning.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element I-C-2. Adjustment to Practice	Does not encourage or facilitate teams to review assessment data.	Suggests that teams meet to review data and plan for adjustments and interventions but inconsistently monitors this progress.	**Provides planning time and effective support for teams to review assessment data and identify appropriate interventions and adjustments to practice. Monitors educators' efforts and successes in this area.**	Plans, facilitates, and supports team review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.
I-C-2. Evidence	• Develops building schedule irrespective of team planning time for teachers. • Rarely provides PD that develops teachers' ability to use data effectively to make needed adjustments to instruction. • Rarely shares successful adjustments to practice with other teams of teachers and with the entire staff and rarely monitors these practices.	• Develops a building schedule that contains planning time for only some teams of teachers. • Inconsistently provides PD that develops teachers' ability to use data effectively to make needed adjustments to instruction. • Occasionally shares successful adjustments to practice with other teams of teachers and with the entire staff and occasionally monitors these practices.	• **Develops building schedule that contains planning time for teams of teachers which include Special Needs and ELL teachers..** • **Participates in team discussions of assessment data and the needed adjustments to practice.** • **Requires agendas and minutes of team assessment meetings, including adjustments.** • **Provides PD that develops teachers' ability to use data effectively to make needed adjustments to instruction and monitors the adjustments and their effect on student achievement.**	All of Proficient plus: • Teachers lead sharing of highly effective adjustments to practice with other teams of teachers and with the entire staff and monitors these practices.

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Indicator I-D.	Evaluation: Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including: 1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals. 2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers. 3. Exercises sound judgment in assigning ratings for performance and impact on student learning. 4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element I-D-1. Educator Goals	Does not support educators to develop professional practice and/or student learning goals, review the goals for quality, and/or support educators in attaining goals.	Supports educators and educator teams to develop professional practice and student learning goals but does not consistently review them for quality and/or monitor progress	**Supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals.**	Supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals and models this process through the leader's own evaluation process and goals. Is able to model this element.
I-D-1. Evidence	• Does not review teacher goals. • Unable to model SMART goals in planning documents and in own evaluation. • Provides little or no feedback to modify either educator or student learning goals. • Provides little or no PD and exemplars for developing goals.	• Ensures that goals are a match to one or two areas: team, building and/or district goals. • Goals are formulated with little review or monitoring. • Provides general feedback to modify educator goals and student learning goals. • Provides PD without exemplars for developing goals.	• **Ensures that SMART goals are a match to team, building and district goals.** • **Provides supportive feedback to modify educator goals and student learning goals.** • **Provides PD and exemplars for developing SMART goals for themselves and for students.** • **Sets up a monitoring system to assess progress toward both staff and student learning goals.** • **Reports on goals and their impact on student achievement.**	All of Proficient plus: • Models SMART goals in planning documents and in own evaluation. • Provides staff PD for students to develop their own learning goals which are matched to team, building and district goals.

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Indicator I-D.	Evaluation: Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:
	1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals.
	2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.
	3. Exercises sound judgment in assigning ratings for performance and impact on student learning.
	4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Elements I-D-2. Observations and Feedback	Observes educators only in formal observation visits and/or does not provide honest feedback to educators who are not performing proficiently.	Makes infrequent unannounced visits to classrooms, rarely provides feedback that is specific and constructive, and/or critiques struggling educators without providing support to improve their performance.	**Typically makes at least two unannounced visits to classrooms every day and provides targeted constructive feedback to all educators. Acknowledges effective practice and provides redirection and support for those whose practice is less than *Proficient*.**	Makes multiple unannounced visits to classrooms every day and provides targeted constructive feedback within 48 hours. Engages with all educators in conversations about improvement, celebrates effective practice, and provides targeted support to educators whose practice is less than Proficient. Is able to model this element.
I-D-2. Evidence	•Rarely conducts classroom observations, either formal or informal. •Rarely provides accurate and honest feedback to teachers. •Does not keep accurate records of administrative visits.	•Conducts classroom observations sporadically without benefit of a defined schedule. •Feedback, both oral and written, to teachers is inconsistent and not routinely timely, often occurring more than 2 days after the observation. •Keeps a log of some administrative visits and feedback provided. •Provides some support for struggling educators, but results are inconsistent and have little impact on student learning.	•**Develops a schedule to conduct daily classroom visits.** •**Develops a year-long schedule to conduct formal and informal observations required by contract.** •**Provides timely and targeted actionable feedback on instruction to all teachers.** •**Keeps a log of all administrative visits and all feedback provided.** •**Demonstrates differentiated supervision of staff.** •**Uses the district evaluation system to provide specific actionable feedback to improve instruction in all classrooms.** •**Allows teachers opportunities to observe proficient/ exemplary colleagues**.	All of Proficient plus: • Targeted support is provided for those educators rated less than proficient and monitored daily. •Teachers' reflections demonstrate that they know the actionable feedback that is needed for a lesson. •90% of school staff are at Proficient or above with student achievement measures reflective of this. •Knows and leads Proficient staff to Exemplary.

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Indicator I-D.	Evaluation: Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:		
	1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals. 2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers. 3. Exercises sound judgment in assigning ratings for performance and impact on student learning. 4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.		

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element I-D-3. Ratings	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some educators.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to educators.	**Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that educators understand why they received their ratings.**	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that educators understand in detail why they received their ratings and provides effective support to colleagues around this practice Is able to model this element.
I-D-3. Evidence	• Demonstrates a limited understanding of effective teaching and teacher evaluation ratings. • Rarely assigns ratings based on data for both classroom observations and summative evaluations and attainment of goals. • Ratings rarely reflect the student achievement in the classroom and throughout the building.	• Demonstrates some basic understanding of the teacher evaluation ratings. • Inconsistently assigns ratings based on data for both classroom observations and summative evaluations and attainment of goals. • Ratings do not consistently reflect the student achievement in the classroom and throughout the building.	• **Demonstrates a comprehensive understanding of the teacher evaluation ratings.** • **Assigns ratings based on data for both classroom observations and summative evaluations and attainment of goals.** • **Ratings reflect the student achievement in the classroom and throughout the building.** • **Reflects on ratings through the lens of all students' learning.**	All of Proficient plus: • Provides specific actionable feedback to teachers that is of high quality and provides specific direction regarding its implementation. • Provides specific actionable feedback to teacher that is immediately usable to teachers who are rated at either extreme of the rating rubric. • Teachers recognize that ratings are accurate and accept actionable feedback because the feedback and process are conducted with fidelity.

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Indicator I-D.	Evaluation: Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:
	1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals. 2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers. 3. Exercises sound judgment in assigning ratings for performance and impact on student learning. 4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element I-D-4. Alignment Review	Does not review alignment between judgment about practice and data about student learning when evaluating and rating educators.	Occasionally reviews alignment between judgment about practice and student learning data.	**Consistently reviews alignment between judgment about practice and student learning data and makes informed decisions about educator support and evaluation based upon this review.**	Studies alignment between judgment about practice and data about student learning when evaluating and rating educators and provides effective support to colleagues around this practice. Is able to model this element.
I-D-4. Evidence	• May develop and publish expectations about student learning and alignment of instructional practice. • Rarely conducts scheduled reviews and meetings about the alignment of goals, instruction and student learning. • Rarely uses student achievement data and information about effective practices to determine ratings.	• Develops and publishes expectations about student learning and alignment of instructional practice with little teacher input. • Occasionally conducts scheduled reviews and meetings about the alignment of goals, instruction and student learning. • Uses a "one size fits all" approach to supervising staff.	• **With staff input, develops and publishes expectations about student learning and alignment of instructional practice.** • **Has regularly scheduled reviews and meetings about the alignment of goals, instruction and student learning, and makes informed decisions as a result.** • **Has a schedule to regularly collect student achievement data and make judgments about the alignment of student learning and effective instruction.** • **Integrates the analyses of student work and data into the feedback cycle to teachers.** • **Practices differentiated supervision of staff.**	All of Proficient plus: • Through a thoughtful year-long alignment between practice and student achievement educators proactive in those areas that are in need of improvement in their practice in order to produce high student achievement for all.

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Indicator I-E.	**Data-Informed Decision Making:** Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element I-E-1. Knowledge and Use of Data	Relies on few data sources that do not represent the full picture of school performance and/or does not analyze the data accurately.	May identify multiple sources of student learning data but these data do not provide multiple perspectives on performance and/or analysis of the data is sometimes inaccurate.	**Identifies a range of appropriate data sources and effectively analyzes the data for decision-making purposes.**	Leads educator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school performance, and models effective data analysis for staff. Is able to model this element.
I-E-1. Evidence	• Does not identify or communicate formal and informal assessments as data sources to track student progress. • Does not develop a schedule for implementation nor provide time for teachers to analyze, discuss and plan adjustments based on the results. • Has no method of tracking student data in a place that is accessible to teachers. • Has little skill in accurately analyzing student data.	• Identifies and communicates a few formal and informal assessments as data sources to track student progress. • Partially develops a schedule for implementation and provides time for teachers to analyze, discuss and plan adjustments based on the results. • Has an untimely method of tracking student data in a place that is accessible to teachers.	• **Identifies and communicates formal and informal assessments as data sources to track student progress.** • **Develops a schedule for implementation and provides time for teachers to analyze, discuss and plan adjustments based on the results.** • **Has an up to date data wall or some other method of tracking student data in a place that is accessible to all teachers.** • **Analyzes the relationship among data sources to make predictions and track trends in student progress to discern a true picture of school performance.**	All of Proficient plus: • Develops a schedule for implementation and provides time for teachers to analyze, discuss and plan adjustments based on assessment results as well as the opportunity and time for teachers to provide feedback to the administrator.

Indicator I-E.	**Data-Informed Decision Making:** Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element I-E-2. School and District Goals	Gathers limited information on the school's strengths and weaknesses and/or does not use these data to inform school plans or actions.	Assesses the school's strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	**Uses data to accurately assess the school's strengths and areas for improvement to inform the creation of focused, measurable school and district goals.**	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses using appropriate data and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element.
I-E-2. Evidence	• Develops school goals without input from staff and may not reflect district goals. • Uses minimal student achievement data to develop school goals. • Rarely ensures that individual student learning goals are reflected in school goals.	• Engages some school personnel in developing SMART school goals. • Efforts to use student achievement data to develop school goals are not focused and/or not measurable. • May occasionally ensure that some individual student learning goals are reflected in school goals.	• **Engages school personnel and school council members in developing SMART school goals.** • **Uses student achievement data to develop achievement targets and measurable school goals.** • **Ensures that individual student learning goals are reflected in school goals.** • **Promulgates goals to all stakeholders.** • **Demonstrates alignment among district/school/ teacher and individual student learning goals.**	All of Proficient plus: • Asks staff to review data and draw conclusions about the direction for the building. • Works with school staff to use spring assessment data to project student learning, staff and building goals for the following year.

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Indicator I-E	**Data-Informed Decision Making:** Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element I-E-3. Improvement of Performance, Effectiveness, and Learning	Does not share assessment data with faculty, use data to make adjustments to school plans, and/or model appropriate data analysis strategies.	Shares limited data with faculty to identify student and/or educator subgroups that need support; provides limited assistance to educator teams in using data to improve performance.	**Uses multiple data sources to evaluate educator and school performance. Provides educator teams with disaggregated assessment data and assists faculty in identifying students who need additional support.**	Leads teams to disaggregate data and identify individuals or groups of students who need support. Empowers educators to use a range of data sources to pinpoint areas for their own and school-wide improvement. Is able to model this element.
I-E-3. Evidence	• Rarely provides and publishes data sources to teachers and students. • Rarely provides direction and resources for teachers to make instructional decisions about students needing support/ extensions, leaving these decisions entirely in the hands of individual teachers.	• Provides and publishes limited data sources to teachers and students. • Provides limited direction and resources for teachers to make instructional decisions about students needing support/extension.	• **Provides and publishes multiple data sources and disseminates them to teachers and students.** • **Provides direction and resources for teachers to make instructional decisions about students needing support/extension.** • **Uses multiple data sources including state, district and classroom assessments to track student progress.** • **Shares published data and the attendant instructional strategies that result in higher student achievement.**	All of Proficient plus: • All teachers participate in disaggregating data in a timely manner to identify areas for improvement, the results of which align with administrative data analysis. • Professional learning addresses performance gaps among subgroups

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Evidence from Management and Operations

Standard II: Management and Operations. Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Indicator II-A.	Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element II-A-1. **Plans, Procedures and Routines**	Does not organize the school effectively for orderly and efficient movement of students.	Establishes plans, procedures, and routines but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient.	**Establishes and implements plans, procedures, and routines that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.**	Establishes systems, plans, procedures, and routines that empower students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element.
II-A-1. **Evidence**	• Has not established routines for student movement in and around the building resulting in chaotic passings in the halls. • Staff and students are uncertain regarding the procedures and protocols for safety routines. • Protocols and procedures for student recess and eating in the cafeteria are not published, leaving many staff to use individual ones.	• Establishes some routines for student movement in and around the building. • Has published protocols for student entry, passage in the hallways and dismissal but they are inconsistently enforced. • Has published procedures for safety drills and conducts safety drills as required by statute and district policy with little ownership by students and staff. • Occasionally monitors implementation of health and safety routines. • Has general protocols and procedures and expectations for student recess and eating in the cafeteria that are not posted and result in uneven enforcement.	• **Establishes routines for orderly student movement in and around the building.** • **Has published protocols for student entry, passage in the hallways and dismissal that are exhibited by students and that are uniformly enforced.** • **Has published procedures for safety drills and conducts safety drills as required by statute and district policy.** • **Regularly monitors implementation of health and safety routines.** • **Explains the reasons for health and safety protocols to students on a regular basis.** • **Has published and posted protocols and procedures and expectations for student recess and eating in the cafeteria.** • **Establishes that recess is part of the school day rather than a tool for managing student behavior.**	All of Proficient plus: • All students and staff are aware of building systems that are in place and both adhere to them and self-monitor their own behavior.

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Indicator II-A.	**Environment:** Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element II-A-2. Operational Systems	Inadequately supervises or supports custodial and/or other staff so that the campus is not generally clean, attractive, welcoming, and/or safe.	Provides inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	**Supervises and supports custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.**	Creates and maintains a school environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.
II-A-2. Evidence	• Does not maintain and review schedules for safety procedures in all areas of the building including cafeteria, kitchen, maintenance and custodial areas. • Rarely monitors standards of health, safety and cleanliness. • Does not knows the basic protocols for monitoring safety in all areas of the building. • Rarely integrates ancillary services to make the school welcoming to students, staff and the school community. • Rarely meets with operational staff to inculcate them into the safe operation of the building. • Does not establish protocols for greeting, determining needs, and routing of visitors to appropriate staff that results in uneven implementation. • Has little knowledge the CBA of each operational staff unit and, as a result, supervision of the operational staff is punctuated with grievances and missed opportunities to make the building student centered.	• Inconsistently maintains and reviews schedules for safety procedures in all areas of the building including cafeteria, kitchen, maintenance and custodial areas. • Sometimes monitors standards of health, safety and cleanliness. • Knows some of the appropriate protocols for monitoring safety in all areas of the building. • At times integrates ancillary services to make the school welcoming to students, staff and the school community. • Occasionally meets with operational staff to inculcate them into the safe operation of the building. • Establishes some procedures for greeting, determining needs, and routing of visitors to appropriate staff that results in uneven implementation. • Has a cursory knowledge the CBA of each operational staff unit and, as a result, supervision of the operational staff is inconsistent .	• **Maintains and reviews schedules for safety procedures in all areas of the building including cafeteria, kitchen, maintenance and custodial areas.** • **Regularly monitors standards of health, safety and cleanliness.** • **Knows the appropriate protocols for monitoring safety in all areas of the building.** • **Integrates ancillary services to make the school welcoming to students, staff and the school community.** • **Meets regularly with operational staff to inculcate them into the safe operation of the building.** • **Establishes effective office procedures for greeting, determining needs, and routing of visitors to appropriate staff.** • **Knows the CBA of each operational staff unit and actively supervises the operational staff**	All of Proficient plus: • Empowers the entire school community for the responsibility for keeping the campus clean, orderly and welcoming

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Indicator II-A.	**Environment:** Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element II-A-3. **Student Safety, Health, and Social and Emotional Needs**	Leaves student discipline largely up to teachers to address on their own or totally delegates to an assistant. Often tolerates discipline violations and enforces the rules inconsistently.	Urges staff to demand good student behavior but allows varying standards to exist in different classrooms and common areas. Addresses student discipline and bullying matters on a case-by-case basis.	Demonstrates high expectations for student behavior and provides appropriate training for staff to uphold these expectations. Establishes school-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being	Consistently showcases high expectations for student behavior and invests staff and students in upholding these expectations. Successfully implements schoolwide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element
II-A-3. **Evidence**	• Establishes a culture in which students are to be compliant. • Establishes few expectations for student behavior that are unevenly enforced. • Promulgates a clearly written discipline code • Enforces the discipline code without respect to student differences and without consistency in consequences for all students. • Promulgates the district's anti bullying policy. • Services for at risk students remain disjointed without overlap. • Has a system to collect and monitor attendance and suspension data but does not analyze nor share it to stem patterns of absence. • Uses the district policies to monitor student behavior on buses.	• Establishes a culture of civility in the building among students and staff. • Establishes expectations for student behavior that are unevenly enforced. • Promulgates a clearly written discipline code. • Monitors the implementation of the student behavior management system inconsistently resulting in uneven treatment of students. • Enforces the discipline code without respect to student differences. • Promulgates the district's anti bullying policy. • Attempts to creates a web of services for at risk students that addresses their individual needs but results in inconsistent services. • Has a system to collect and monitor attendance and suspension data and occasionally shares it with stakeholders on a regular basis. • Uses the district policies to monitor student behavior on buses.	• **Establishes a culture of civility in the building among students and staff.** • **Establishes expectations for student behavior that are developed with staff, reviewed with students and uniformly enforced.** • **Promulgates a clearly written discipline code with positive behavior change as its goal.** • **Monitors the implementation of the student behavior management system to ensure it is free from bias.** • **Uses discretion, taking each students' needs into account, in meting out consequences.** • **Promulgates the district's anti bullying policy.** • **Creates a web of services for at risk students that addresses their individual needs.** • **Establishes a system to meet with all students over the course of the year as part of this monitoring system.** • **Has a system to collect and monitor attendance and suspension data and shares it with stakeholders on a regular basis.** • **Uses the district policies to monitor student behavior on buses.**	All of Proficient plus: • Staff and students take ownership of adhering to and responding to breaches in the behavior management system, recommending changes as needed.

Indicator II-B.	Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element II-B-1. Recruitment and Hiring Strategies	Does not successfully lead the recruitment and hiring process.	Leads the recruitment and hiring process but does not consistently identify effective educators.	**Leads the school's recruitment and hiring process and, through it, consistently identifies effective educators who share the school's mission.**	Consistently identifies effective educators who share the school's mission. Empowers faculty members to share in a structured, consistent interview process. Is able to model this element.
II-B-1. Evidence	• Demonstrates a limited knowledge of the district's hiring practices • Has the authority to hire teachers statutorily but requires much oversight • Rarely considers the needs of students when making staff assignments. • Rarely attempts to recruit highly qualified candidates preferring to make expedient decisions. • Often fills leaves in a hurried and untimely manner resulting in a loss of continuity for students. • Makes staff assignments and transfers using expediency resulting in a loss of instructional expertise for students. • Rarely uses the tools available through state law and district practice/ contract to ensure high quality instruction in every classroom resulting in overall poor instruction.	• Demonstrates a cursory knowledge of the district's hiring practices and attempts to follow them with fidelity • Has the authority to hire teachers. • Occasionally matches the needs of students to qualifications of applicants. • Attempts to recruit highly qualified candidate with varying success. • Attempts to fill leaves in a timely manner maintaining continuity for students, but the results are inconsistent. • On occasion makes staff assignments and transfers ensuring the best match for student learning and teacher effectiveness. • Sometimes uses the tools available through state law and district practice/ contract to ensure high quality instruction in every classroom.	• **Demonstrates a solid knowledge of the district's hiring practices and follows them with fidelity.** • **Is proactive when posting for positions.** • **Involves staff members in the screening process.** • **Has the authority to hire teachers.** • **Matches the needs of students to qualifications of applicants.** • **Actively recruits highly qualified candidates.** • **Fills leaves in a timely manner maintaining continuity for students.** • **Makes staff assignments and transfers ensuring the best match for student learning and teacher effectiveness.** • **Uses the tools available through state law and district practice/ contract to ensure high quality instruction in every classroom.**	All of Proficient plus: • Involves staff members, parents, students in the screening process.

Indicator II-B.	Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element II-B-2. **Induction, Professional Development, and Career Growth Strategies**	Does not support new teachers, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited school-based induction program for new teachers and/or inconsistently implements the district's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective educators' career growth.	**Develops school-based induction support for new teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with school and educator goals; and supports the career growth of effective educators by distributing leadership tasks and monitoring progress and development.**	Facilitates the educator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with school and educator goals, and are consistently viewed by educators as effective and helpful. Is able to model this element.
II-B-2. **Evidence**	• Has little knowledge about effective induction programs. • Rarely provides support for teachers new to the school as well as new to the profession. • Does not supports the district's induction program by even occasionally meeting with new teachers and attending general sessions. • Considers the district mentoring program to be the sole developer of new teachers.	• Has a cursory knowledge about effective induction programs. • Provides inconsistent support for teachers new to the school as well as new to the profession. • Supports the district's induction program by occasionally meeting with new teachers and attending general sessions. • Attempts to develop and supervises induction program participants but results are inconsistent. • Demonstrates little support for staff career growth.	• **Is knowledgeable about effective induction programs.** • **Provides specific support for teachers new to the school as well as new to the profession.** • **Actively supports the district's induction program by meeting with new teachers and attending general sessions.** • **Develops and supervises induction program participants.** • **Distributes leadership tasks among some teachers to support career growth**	All of Proficient plus: • Has established a system of distributed leadership to provide staff with opportunities to meet their career goals as well as the school goals.

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Indicator II-C.	**Scheduling and Management Information Systems:** Uses systems to ensure optimal use of time for teaching, learning, and collaboration.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not create a master schedule and/or related systems to maximize blocks of uninterrupted instructional time.	Creates a master schedule and related systems that set aside instructional time but does not effectively eliminate unnecessary interruptions to instruction.	**Creates a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction.**	Creates, implements, and regularly adjusts a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction. Empowers staff to do the same. Is able to model this element.
II-B-2. Evidence	• Creates a master schedule irrespective of the need for extended periods of uninterrupted instructional time for some students. • Daily announcements consistently interrupt instructional time. • Sets expectation that student transgressions are usually handled by administration. • Allows office to routinely conduct communications with classroom teachers during instructional time. • Allows communications for students to routinely occur during instructional time. • Students are often used as messengers/escorts around the building.	• Creates a master schedule that provides for extended periods of uninterrupted instructional time for some students. • Attempts to keep daily announcements outside of instructional time. • Sets expectation that students remain in class with minor transgressions handled appropriately by classroom teachers but does not reinforce expectations resulting in uneven implementation. • Attempts to set expectations that office communication with teachers is conducted outside of instructional time. • Directs communications for students take place outside of instructional time, unless they are time sensitive but does not monitor and as a result implementation is uneven. • Students are sometimes used as messengers/escorts around the building.	• **Creates a master schedule that provides for extended periods of uninterrupted instructional time for all students.** • **Schedules daily announcements outside of instructional time.** • **Sets expectation that students remain in class with minor transgressions handled appropriately by classroom teachers.** • **Sets expectation that office communication with teachers is conducted outside of instructional time.** • **Directs communications for students take place outside of instructional time, unless they are time sensitive.** • **Students are not used as messengers/escorts around the building.**	All of Proficient plus: • Staff maximizes instructional time.

Indicator II-C.	**Scheduling and Management Information Systems:** Uses systems to ensure optimal use of time for teaching, learning, and collaboration.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element II-C-1. Time for Teaching and Learning	Does not create a master schedule and/or related systems to maximize blocks of uninterrupted instructional time.	Creates a master schedule and related systems that set aside instructional time but does not effectively eliminate unnecessary interruptions to instruction.	Creates a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction.	Creates, implements, and regularly adjusts a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction. Empowers staff to do the same. Is able to model this element.
II-C-1. Evidence	• Creates a master schedule irrespective of the need for extended periods of uninterrupted instructional time for some students. • Daily announcements consistently interrupt instructional time. • Sets expectation that student transgressions are usually handled by administration. • Allows office to routinely conduct communications with classroom teachers during instructional time. • Allows communications for students to routinely occur during instructional time. • Students are often used as messengers/escorts around the building.	• Creates a master schedule that provides for extended periods of uninterrupted instructional time for some students. • Attempts to keep daily announcements outside of instructional time. • Sets expectation that students remain in class with minor transgressions handled appropriately by classroom teachers but does not reinforce expectations resulting in uneven implementation. • Attempts to set expectations that office communication with teachers is conducted outside of instructional time. • Directs communications for students take place outside of instructional time, unless they are time sensitive but does not monitor and as a result implementation is uneven. • Students are sometimes used as messengers/escorts around the building.	• Creates a master schedule that provides for extended periods of uninterrupted instructional time for all students. • Schedules daily announcements outside of instructional time. • Sets expectation that students remain in class with minor transgressions handled appropriately by classroom teachers. • Sets expectation that office communication with teachers is conducted outside of instructional time. • Directs communications for students take place outside of instructional time, unless they are time sensitive. • Students are not used as messengers/escorts around the building.	All of Proficient plus: • Staff maximizes instructional time.

Indicator II-C.	Scheduling and Management Information Systems: Uses systems to ensure optimal use of time for teaching, learning, and collaboration.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element II-C-2. Time for Teaching and Learning	Sets unrealistic expectations for team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities.	Sets inconsistent expectations for team meetings and/or creates a schedule that only provides adequate meeting time for some teams. Works to prevent or deflect activities with limited success.	**Sets expectations for team meetings and creates a schedule that provides sufficient meeting time for all teams. Prevents or deflects activities that prevent staff from focusing on student learning during team time.**	Creates, implements, and regularly adjusts a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction. Empowers staff to do the same. Is able to model this element.
II-C-2. Evidence	• Sets a schedule that rarely provides teachers with uninterrupted collaboration time on an uneven and/or inconsistent basis. • Rarely requires agenda and/or minutes of collaboration meetings. • Rarely attempts to schedule administrative meetings/TEAM meetings/ parent conferences outside of instructional and collaboration time, • Rarely participates in collaboration meetings to provide feedback to teachers. • Rarely monitors increases in student achievement as a result of collaboration.	• Sets a schedule that provides teachers with uninterrupted collaboration time on an uneven and/or inconsistent basis. • Sporadically requires agenda and/or minutes of collaboration meetings. • Attempts to schedule administrative meetings/TEAM meetings/ parent conferences outside of instructional and collaboration time, but the results are inconsistent. • Occasionally participates in collaboration meetings to provide feedback to teachers. • Sporadically monitors increases in student achievement as a result of collaboration.	• **Sets a schedule that provides teachers with uninterrupted collaboration time.** • **Requires agenda and minutes of collaboration meetings.** • **Practices collaboration in making instructional decisions.** • **Schedules administrative meetings/TEAM meetings/ parent conferences outside of instructional and collaboration time.** • **Participates in collaboration meetings to provide feedback to teachers.** • **Monitors the increase in student achievement as a result of collaboration.**	All of Proficient plus: • Staff are aware of team meeting expectations and are proactive in forwarding agendas and minutes. • Reviews agendas and provides feedback to make meetings more efficient.

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Indicator II-D.	**Laws, Ethics, and Policies:** Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element II-D-1. **Laws and Policies**	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements but inconsistently complies with some laws or policies.	**Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements.**	Invests staff in understanding and complying with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Is able to model this element.
II-D-1. **Evidence**	• Demonstrates a limited knowledge of the laws, regulations, collective bargaining agreements and district policies in the operation of the school. • Usually sets schedule, protocols and procedures irrespective of regulations, etc. • Regularly requires assistance from outside the building to solve problems.	• Demonstrates a basic knowledge of the laws, regulations, collective bargaining agreements and district policies in the operation of the school. • Sets schedules, protocols and procedures that comply with some generally known regulations, etc. • Attempts to solve problems within the building within the parameters set by all the above, with varying degrees of success.	• **Demonstrates a working knowledge of the laws, regulations, collective bargaining agreements and district policies in the operation of the school.** • **Sets schedules, protocols and procedures that comply with all regulations, etc.** • **Regularly solves problems within the building within the parameters set by all the above.** • **Ensures that teachers have knowledge of the laws, regulations and policies that affect them directly in their classrooms.**	All of Proficient plus: • Ensures that teachers have knowledge of the state and federal laws governing public education as they pertain to students and instruction.

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Indicator II-D.	**Laws, Ethics, and Policies:** Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element II-D-2. Ethical Behavior	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect student, family, and staff confidentiality appropriately.	**Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately; and expects staff to do both as well.**	Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.
II-D-2. Evidence	• Demonstrates unevenness in dealing with staff, students and parents. • Is unconcerned with the appearance of conflicts of interest. • Does not have a system to keep student and family information confidential and ensures staff does the same. • Rarely monitors staff interactions to ensure ethical treatment of students. Does not have clear procedures/ protocols for groups working with the school such as PTA, volunteers, etc.	• Is inconsistent in demonstrating fairness in dealing with staff, students and parents. • Attempts to avoid the appearance of conflicts of interest. • Has an underdeveloped system to keep student and family information confidential, • Sets the expectation for ethical behavior by both students and staff, but monitoring is inconsistent and results in uneven treatment of students and staff. • Occasionally monitors staff interactions to ensure ethical treatment of students. Establishes a loose system of procedures/ protocols for groups working with the school such as PTA, volunteers, etc.	• **Demonstrates a working knowledge of the laws, regulations, collective bargaining agreements and district policies in the operation of the school.** • **Sets schedules, protocols and procedures that comply with all regulations, etc.** • **Regularly solves problems within the building within the parameters set by all the above.** • **Ensures that teachers have knowledge of the laws, regulations and policies that affect them directly in their classrooms.**	All of Proficient plus: • All staff are aware of and act commensurate with standards of ethical behavior and self monitor their interactions and those of others.

Indicator II-E.	**Fiscal Systems:** Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element II-E-1. Fiscal Systems	Builds a budget that does not align with the district's goals or mismanages available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals or inconsistently manages expenditures and available resources.	**Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.**	Leads a team to develop a budget that aligns with the district's vision, mission, and goals with supporting rationale; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element.
II-E-1. Evidence	• Demonstrates limited understanding of the district budget process. • Develops the school budget without input from the staff. • Does not present the school budget to the School Council. • Develops a building budget with little adherence to the parameters and guidelines developed by the district and does not reflect the school goals. • Expenditures often exceed the budget limits; or expenditures while within the district allocation do not reflect the school or district priorities. • Makes inaccurate or unreasonable predictions regarding enrollment and student needs often requiring assistance from outside the building.	• Demonstrates a basic understanding of the district budget process but is unable to explain it fully to staff and School Council. • Develops the school budget with minimal input from the staff. • Presents the school budget to the School Council. • Develops a building budget within the parameters and guidelines developed by the district, reflecting some school goals. • Occasionally allows expenditures to exceed budget limits. • Makes tentative predictions regarding enrollment and student needs often requiring assistance from outside the building.	• **Understands the district budget process and is able to explain it to staff and School Council.** • **Involves the staff in the development of the budget.** • **Ensures that the School Council reviews the school budget and makes recommendations as required by law.** • **Develops a building budget within the parameters and guidelines developed by the district and reflects the school goals.** • **Keeps expenditures within the budget limits.** • **Makes reasonable predictions regarding enrollment and student needs.**	All of Proficient plus: • Engages staff and the School Council in the development of the building budget. • Seeks alternative funding sources for particular projects that are not substantively instructional in nature, such as playground equipment, and other site enhancements. • Assists the district in preparing grants to address underfunded instructional areas.

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Evidence from Family and Community Engagement

Standard III: Family and Community Engagement. *Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.*

Indicator III-A.	**Engagement:** Actively ensures that all families are welcome members of the classroom and school community and can contribute to the classroom, school, and community's effectiveness.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element III-A-1. Family Engagement	Builds a budget that does not align with the district's goals or mismanages available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals or inconsistently manages expenditures and available resources.	**Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.**	Leads a team to develop a budget that aligns with the district's vision, mission, and goals with supporting rationale; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element.
III-A-1. Evidence	• Demonstrates limited understanding of the district budget process. • Develops the school budget without input from the staff. • Does not present the school budget to the School Council. . • Develops a building budget with little adherence to the parameters and guidelines developed by the district and does not reflect the school goals. • Expenditures often exceed the budget limits; or expenditures while within the district allocation do not reflect the school or district priorities. • Makes inaccurate or unreasonable predictions regarding enrollment and student needs often requiring assistance from outside the building.	• Demonstrates a basic understanding of the district budget process but is unable to explain it fully to staff and School Council. • Develops the school budget with minimal input from the staff. • Presents the school budget to the School Council. • Develops a building budget within the parameters and guidelines developed by the district, reflecting some school goals. • Occasionally allows expenditures to exceed budget limits. • Makes tentative predictions regarding enrollment and student needs often requiring assistance from outside the building.	• **Understands the district budget process and is able to explain it to staff and School Council.** • **Involves the staff in the development of the budget.** • **Ensures that the School Council reviews the school budget and makes recommendations as required by law.** • **Develops a building budget within the parameters and guidelines developed by the district and reflects the school goals.** • **Keeps expenditures within the budget limits.** • **Makes reasonable predictions regarding enrollment and student needs.**	All of Proficient plus: • Engages staff and the School Council in the development of the building budget. • Seeks alternative funding sources for particular projects that are not substantively instructional in nature, such as playground equipment, and other site enhancements. • Assists the district in preparing grants to address underfunded instructional areas.

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Indicator III-B.	**Sharing Responsibility:** Continuously collaborates with families to support student learning and development both at home and at school.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element III-B-1. Student Support	Does not work with educators to identify student needs, does not work with families to address student needs, and/or does not draw upon internal or external resources.	Asks educators to identify students struggling academically or behaviorally and/or works with a limited number of families to address student needs, utilizing a limited set of resources.	**Supports educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with families to address student needs, utilizing resources within and outside of the school.**	Models for educators how to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school. Is able to model this element.
III-B-1. Evidence	• Collaboration and problem solving are not part of the culture of the school. • Some supplemental support is provided in the classroom, but most support is delivered outside the classroom. • The system in place to identify each student's needs is only partially developed and does not meet the needs of most students and often results in the need to manage crises rather than address problems systematically. • Rarely meets with staff and families to identify/ discuss/problem solve to provide positive outcomes for students • Rarely monitors the effectiveness of the process by tracking student progress.	• Develops a culture in which collaboration and problem solving play a role but are not dominant. • Organizes all available resources to meet the needs of individual students, but the multi tiered system of supports and wraparound services for students are only partially developed • Some supplemental support is provided in the classroom. • Has a system in place to identify each student's needs. • Meets occasionally with staff and families to identify/ discuss/problem solve to provide positive outcomes for students • At times monitors the effectiveness of the process by tracking student progress.	• **Develops a culture of collaboration and problem solving.** • **Organizes all available resources to meet the needs of individual students, especially a multi tiered system of supports and wraparound services for students.** • **Supplemental support is provided in the classroom.** • **Has a comprehensive system in place to identify each student's needs.** • **Meets regularly with staff and families to identify/ discuss/problem solve to provide positive outcomes for students** • **Monitors the effectiveness of the process by tracking student progress.** • **Ensures participation of all student subgroups in all school activities/programs.**	All of Proficient plus: • All staff are aware of individual student needs and can access or assist students and families in accessing the needed services, both within and outside of school.

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Indicator III-B.	**Sharing Responsibility:** Continuously collaborates with families to support student learning and development both at home and at school.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element III-B-2. Family Collaboration	Does not set clear expectations for or provide support to educators to regularly communicate with families on ways to support their children's learning at home and at school.	Sets general expectations and provides occasional support to educators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	**Sets clear expectations for and supports educators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.**	Sets clear expectations and provides differentiated support to educators to ensure that they regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element.
III-B-2. Evidence	• Does not have an established system of communication between school personnel and students' family. • Sets few expectations for staff to contact each family . • Does not have protocols and procedures to facilitate participation in school functions by most students and families. • Rarely has events that spotlight and celebrate student achievement.	• Establishes a system of communication between school personnel and many student's families that supports learning at home. • Sets expectation for staff to contact each family at last once per marking period which are logged. • Has protocols and procedures to facilitate participation in school functions by most students and families. • Occasionally has events that spotlight and celebrate student achievement.	• **Establishes a system of communication between school personnel and each student's family that supports student learning at home.** • **Sets expectation for staff to contact each family at last once per month which are logged.** • **Encourages and facilitates school personnel to make home visits when needed.** • **Has protocols and procedures to facilitate participation in school functions by all students and families.** • **Has events that spotlight and celebrate student achievement.**	All of Proficient plus: • At the end of the school year all staff sends home materials and suggestions to families that will address skills that can be practiced at home in all subject areas that are needed to maintain high achievement for their child.

Indicator III-C.	Communication: Engages in regular, two-way, culturally proficient communication with families about student learning and performance.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element III-C-1. Two-Way Communication	Does not set clear expectations for or provide support to educator to communicate with families. School and classroom communication regarding student learning and performance primarily occurs through report cards.	May set expectations for and provide limited support to educators to communicate with families but does not stress the importance of two-way communication channels. School and classroom communication regarding student learning and performance primarily occurs through newsletters and other one-way media.	**Sets clear expectations for and provides support to educators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports educators to maximize the number of face-to-face family/teacher interactions.**	Sets clear expectations for and provides differentiated support to ensure that all educators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element.
III-C-1. Evidence	• Has no school-wide system of two way communication between school and families around issues of academic achievement, health and safety, and behavior, when necessary, leaving communication up to individual staff members. • Schedules minimal for time for parental meetings across the school year.	• Has a school-wide system of two way communication between school and families around issues of academic achievement, health and safety, and behavior, but does not stress the importance of two way communication. • Requires the use of the system by school staff , but does monitor its use regularly. • Sets some expectations and schedule for parental meetings across the school year, but the implementation is inconsistent.	• **Has a school-wide system of two way communication between school and families around issues of academic achievement, health and safety, and behavior, when necessary.** • **Requires the use of the system by school staff and monitors its use.** • **Sets expectations and schedule for parental meetings across the school year.**	All of Proficient plus: • Each staff member develops a communication system that is aligned to the buildings but is specific to the needs of his/her students. Administrators monitor each system

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Indicator III-C.	Communication: Engages in regular, two-way, culturally proficient communication with families about student learning and performance.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element III-C-2. Culturally Proficient Communication	Does not set clear expectations for or provide support to educators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms.	May set expectations for educators regarding culturally sensitive communication but does not provide support to educators and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.	**Sets clear expectations for and provides support to educators regarding culturally sensitive communication. Ensures that school and classroom communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.**	Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication. Ensures that school and classroom communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.
III-C-2. Evidence	• Communication within the school's two way communication system is designed to be irrespective of cultural sensitivity where academic achievement may not be the focus. • Establishes a school calendar irrespective of cultural sensitivity. • Rarely provides PD and other support to ensure that teachers' communications are culturally sensitive. • Rarely provides support and intervention when needed to maintain positive home/school relationships often resulting in strained relationships.	• Attempts to ensure that communication within the school's two way communication system is culturally sensitive and appropriate and where academic achievement is the focus are inconsistent and do not address all students' needs. • Establishes a school calendar that is culturally sensitive, for most students and families. • At times provides PD and other support to ensure that teachers' communications are culturally sensitive. • Provides uneven support and intervention when needed to maintain positive home/school relationships.	• **Ensures that communication within the school's two way communication system is culturally sensitive and appropriate, where academic achievement is the focus.** • **Establishes a school calendar that is culturally sensitive.** • **Provides PD and other support to ensure that all staff communications are culturally sensitive.** • **Provides support and intervention when needed to maintain positive home/school relationships.**	All of Proficient plus: • Conducts meetings for families new to American schooling to facilitate their children's entrance into the school.

Indicator III-D.	**Family Concerns:** Addresses family concerns in an equitable, effective, and efficient manner.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element III-D-1. Family Concerns	Inconsistently contacts families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	May address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	**Reaches out to families as concerns arise and works to reach equitable solutions in the best interest of students.**	Reaches out to families proactively and as soon as concerns arise and effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students. Is able to model this element.
III-D-1. Evidence	• Has limited or no outreach strategies to engage families around their concerns. • Does not have a system in place to identify and apply resources to family concerns.	• Demonstrates a whole child philosophy. • Has some outreach strategies to engage families around their concerns, but not enough to meet the concerns of most families. • Has a partially developed system in place to identify and apply resources to family concerns.	• **Is proactive and demonstrates a whole child philosophy.** • **Communicates to staff a variety of outreach strategies to engage families around their concerns.** • **Promulgates resources that identify methods of success for all students.** • **Has a system in place to identify and apply resources to family concerns.**	All of Proficient plus: • Staff is aware of a variety of outreach strategies to engage families around their concerns and uses them proactively to diffuse situations at the school level.

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Standard IV: Professional Culture. *Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.*

Indicator IV-A.	**Commitment to High Standards:** Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including: 1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making. 2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement and/or may demonstrate low expectations for staff.	May ask for a commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	**Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all.**	Leads faculty in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with faculty regularly. Is able to model this element.
IV-A-1. Evidence	• Rarely attempts to establish thresholds of high achievement for all students, and fails to appropriately supervise and model these expectations. • Fails to develop a common understanding of student engagement and rigor to the school community. • Does not engage in a continuous learning model which continually raises the bar for achievement, • Develops policies/procedures that foster high achievement for small groups' students, but does not monitor implementation. • Under achieving subgroups are not proportionally represented in advanced classes.	• Attempts to establish thresholds of high achievement for all students, but fails to appropriately model these expectations. • Attempts to develop a common understanding of student engagement and rigor that is routinely communicated to the school community, but the results are uneven with inconsistent implementation and have a minimal effect on student achievement. • Occasionally engages in a continuous learning model which continually raises the bar for achievement, but the inconsistent effort does impact student achievement. • Develops policies/procedures that foster high achievement for small groups' students and occasionally monitors implementation. • Under achieving subgroups are proportionally represented in some advanced classes.	• **Establishes thresholds of high achievement for all students.** • **Expectations for high achievement are threaded through all school communications.** • **Common understanding of student engagement and rigor is routinely communicated to the school community.** • **Expectations for high achievement are posted throughout the building.** • **Engages staff in a continuous learning model which continually raises the bar for achievement.** • **Develops policies/procedures that foster high achievement for all students and monitors their implementation.** • **Under achieving subgroups are proportionally represented in advanced classes.**	All of Proficient plus: • Students expressed the desire to perform at high levels. • High standards of teaching and learning permeate the instruction in the building with 90% of teachers rated at Proficient or better which is reflected in student products which are regularly reviewed for rigor.

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Indicator IV-A.	**Commitment to High Standards:** Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including: 1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making. 2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the school.	May develop core values and mission statements but rarely uses them to guide decision making.	**Develops, promotes, and models commitment to core values that guides the development of a succinct, results-oriented mission statement and ongoing decision making.**	Leads faculty to develop core values and mission statements, shares these statements with families and the school community, and uses them to guide decision making. Is able to model this element.
IV-A-2. Evidence	• May not develop mission and core values. • Aligns few decisions/ policies with core values. • Rarely models core values in interactions. • Does not set expectations that staff and students reflect core values in their daily interactions and in daily instruction.	• May develops mission and core values with little input from stakeholders and disseminates within the building stakeholders. • Aligns some decisions/policies with core values sometimes seeking input/consultation from stakeholders. • Models core values in some interactions, but the result is uneven. • Sets expectations that staff and students reflect core values in their daily interactions and in daily instruction but with little follow through.	• **Develops mission and core values with stakeholders and disseminates to all stakeholders.** • **Aligns all decisions/policies with core values, with input/ consultation from stakeholders when appropriate.** • **Models core values in all interactions.** • **Sets expectations that staff and students reflect core values in their daily interactions and in daily instruction.**	All of Proficient plus: • Develops the abilities staff and school community to reflect core values in decision making.

Indicator IV-A.	**Commitment to High Standards:** Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including: 1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making. 2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element IV-A-3. Meetings	Leads meetings that lack clear purpose and/or are primarily used for one-way informational updates.	Leads meetings that include both one-way informational updates and participatory activities focused on matters of consequence.	**Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.**	Plans and facilitates staff-led, engaging meetings in which small groups of educators learn together and create solutions to instructional issues. Is able to model this element.
IV-A-3. Evidence	• Meetings are rarely well structured, on time; agendas are developed without input from the staff. • Agendas are rarely proactive and provide for communication only from the administrator. • Content of meeting is rarely important to student achievement; content is primarily administrative in nature. • Meetings are rarely participatory and do not model classroom expectations for instruction of participation, inclusion and differentiated.. • Staff attendance is voluntary • Demonstrates inability to facilitate most difficult meetings to a positive outcome.	• Meetings are sometimes well structured, on time; agendas may be developed with input from the staff and distributed prior to the meeting. • Occasionally agendas are proactive. • Some content of meeting is important to student achievement. • Occasionally meetings are participatory and model classroom expectations for instruction of participation, inclusion and differentiated. • Staff participation, while required, is not enforced. • Demonstrates inconsistency in facilitating difficult meetings to a positive outcome.	• **Meetings are well structured, on time, and timely with agendas developed with input from the staff and distributed 24 hours in advance.** • **Agendas are proactive.** • **Content of meeting is important to student achievement.** • **Meetings are participatory and model classroom expectations for instruction of participation, inclusion and differentiated.** • **Can facilitate difficult meetings to a positive outcome.** • **All staff are required to attend all meetings and attendance is tracked.** • **Decisions made at meetings are disseminated to the staff in a timely manner.**	All of Proficient plus: • Empowers staff to lead meetings around instructional issues that impact student achievement.

Indicator IV-B.	**Cultural Proficiency:** Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse faculty and/or student body, but some policies are not culturally sensitive and/or provides limited resources for educators to support the development of cultural proficiency.	**Develops and implements culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Provides staff with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.**	Leads stakeholders to develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Empowers staff with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element.
IV-B-1. Evidence	• Does not have a set of policies/practices that addresses the operation of the school in a sensitive and effective manner. • Develops and disseminates student and staff handbooks that do not address cultural differences. • Does not provide PD and/or efficacy training to increase the cultural proficiency of staff.	• Has a partial set of policies/practices to operate the school in a sensitive and effective manner. • Develops and disseminates student and staff handbooks that occasionally address cultural differences. • At times provides PD and/or efficacy training to increase the cultural proficiency of staff, but efforts are inconsistent and do not affect the overall treatment of students.	• **Has a coherent/cohesive set of policies/ practices to operate the school in a sensitive and effective manner.** • **Develops and disseminates student and staff handbooks that specifically address cultural differences.** • **Provides PD and/or efficacy training to increase the cultural proficiency of staff.** • **Is aware of world events that may impact the diverse student population.**	All of Proficient plus: • Invites staff and community members to participate in policy development to ensure that the school is culturally and linguistically sensitive for students.

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Indicator IV-C.	Communications: Demonstrates strong interpersonal, written and verbal communication skills.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	**Demonstrates strong interpersonal, written, and verbal communication skills.**	Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element.
IV-C-1. Evidence	• Unable to communicate and work effectively with most stakeholders. • Consistently uses improper grammar in speaking and writing, often speaking in the vernacular. • Demonstrates difficulty in handling crises, often resulting in escalation of the conflict. • Reports and evaluations are rarely submitted on time and in compliance with expectations of central office.	• Able to communicate and work effectively with most stake holders. • Usually uses proper grammar in speaking and writing, but makes occasional, sometimes predictable errors. • Handles crises in an inconsistent manner failing to reach all stakeholders. • Reports and evaluations are submitted on time and in compliance with expectations of central office.	• **Able to communicate, both orally and in writing, and work effectively with all stakeholders.** • **Grammar used in spoken and written communications is free from error.** • **Handles crises in a calm, sensitive manner reaching all stakeholders.** • **Reports and evaluations are submitted on time and in compliance with expectations of central office.**	All of Proficient plus: • Maintains an updated, interactive website that contains operational and instructional information about the school. • Local news articles and press releases show the administration to be a leader of change which is reflected in student learning.

Indicator IV-D.	**Continuous Learning:** Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element IV-D-1. Continuous Learning of Staff	Accepts the practice of educators working largely in isolation, without consideration of data and best practices, or discourages reflection among staff.	May encourage educators and teams to reflect on the effectiveness of instruction and interactions with students and to use data and best practices to adapt instruction but does not support educators in these practices.	**Leads all educators and teams to reflect on the effectiveness of lessons, units, and interactions with students. Ensures that staff use data, research, and best practices to adapt instruction to achieve improved results.**	Models for educators how to reflect on the effectiveness of lessons, units, and interactions with students and uses data, research, and best practices to adapt instruction to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.
IV-D-1. Evidence	• Demonstrates little or no knowledge of current research and best practice and rarely can identify it in classroom instruction. • Able to provide few PD opportunities to improve instruction. • Rarely participates in staff meetings to improve instruction. • Rarely sets a schedule for staff learning opportunities,. • Rarely demonstrates the ability to determine how to address areas for improvement.	• Demonstrates a cursory knowledge of current research and best practice but cannot consistently identify it in classroom instruction. • Able to provide PD to improve instruction. • Occasionally participates in staff meetings to improve instruction. • Sets a partial schedule for staff learning opportunities, but its focus is narrow and does meet the need of many teachers.	• **Practices continuous learning.** • **Demonstrates a working knowledge of current research and best practice and can identify it in classroom instruction.** • **Able to conduct/provide PD to improve instruction.** • **Participates in staff meetings to improve instruction.** • **Sets schedule for staff learning opportunities.** • **Uses strengths to address areas for improvement.**	All of Proficient plus: • Provides current research to staff to examine the feasibility for application in the school to increase student achievement.

Indicator IV-D.	**Continuous Learning:** Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element IV-D-2. Continuous Learning of Administrator	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	**Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve the efficiency and practices of the school.**	Demonstrates openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership. Is able to model this element.
IV-D-2. Evidence	• Rarely practices reflection. • Sets personal/professional goals that are misaligned to building and district goals. • Rarely uses reflection to continuous improve policies/procedures to operate the building are sporadic and do not result it substantive improvements. • Rarely reflects to determine which practices to keep, to improve or discontinue to make the school more effective. • Adult learning rarely occurs and is distinct from student mastery.	• Occasionally practices reflection and shares with supervisor and with staff. • Sets personal/professional goals that are partially aligned to building and/or district goals. • Attempts to use reflection to continuous improve policies/ procedures to operate the building are sporadic and do not result in substantive improvements. • Occasionally reflects to determine which practices to keep, to improve or to discontinue to make the school more effective; follow through is inconsistent. • Administrative learning partially supports student mastery.	• **Practices and shares reflection with supervisor and with staff with focus on continuous improvement.** • **Sets personal/professional goals that are aligned to building and district goals.** • **Uses reflection to continuously improve policies/procedures to operate the building.** • **Determines which practices to keep, to improve or discontinue, to make the school more effective.** • **Administrative learning supports student mastery.**	All of Proficient plus: • Can articulate how administrator's learning impacts instructional practice and student learning, and demonstrates with data.

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Indicator IV-E-1.	**Shared Vision:** Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become responsible citizens and community contributors.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element IV-E-1. Shared Vision Development	Does not engage stakeholders in the creation of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.	Engages staff, students, families, and community members in developing a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	**At all grade levels, continuously engages staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.**	Leads staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element.
IV- E-1. Evidence	• Has limited strategies to develop a shared vision with stakeholders. • Rarely monitors the progress toward the vision and regularly shares with stakeholders. • Rarely includes the vision In publications. • Rarely establishes activities that demonstrate the value of continuous education to some students; or establishes activities for a select few students. • Rarely provides opportunities for all students to participate in altruistic endeavors that result students furthering their understanding of civic engagement.	• Has a few strategies to develop a shared vision with stakeholders. • Occasionally monitors the progress toward the vision and regularly shares with stakeholders. • Includes the vision in some publications, but the result is too cursory to effectively communicate to stakeholders. • Establishes activities that demonstrate the value of continuous education to some students. • Occasionally provides opportunities for all students to participate in altruistic endeavors that result students furthering their understanding of civic engagement.	• **Uses a variety of strategies to develop a shared vision with stakeholders.** • **Monitors the progress toward the vision and regularly shares with stakeholders.** • **Includes the vision In all publications.** • **Establishes activities that demonstrate the value of continuous education to all students.** • **Provides opportunities for all students to participate in altruistic endeavors that result students furthering their understanding of civic engagement.**	All of Proficient and: • Engages nearby higher ed institutions to participate in furthering the vision by providing opportunities and service for all students. • Parent and booster groups support academic goals.

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Indicator IV-F.	Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district/school community.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Element IV-F-1. Response to Disagreement	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach	**Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning**	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Is able to model this element.
IV-F-1. Evidence	• Uses the same very limited strategies to settle disagreements. • Is rarely an active listener, choosing instead to concentrate on his/her statements or arguments. • Rarely is able to discern the root cause of the disagreement, usually prolonging it rather than settling it. • Rarely is able to remain focused on the best outcome for students and resolve the issue to the benefit of students; remains focused on rules or policies rather than on the participants. • Is rarely proactive or timely in settling disagreements, thus, allowing the disagreement to escalate and to impact students and staff. • Rarely welcomes input/dissent from stakeholders, is not confident is using the information to settle disagreements.	• Uses the same few strategies to settle disagreements. • Is an active listener, on occasion, often coming to a conclusion before hearing all sides. • Occasionally is able to discern the root cause of the disagreement, but the attempts are inconsistent and do not advance settlement of disagreements. • Sometimes is able to remain focused on the best outcome for students and resolve the issue to the benefit of students. • Is occasionally proactive, settling disagreements, but the results are inconsistent and do not routinely result in de-escalation of the disagreement before it impacts students and staff. • Sometimes welcomes input/dissent from stakeholders, is not confident is using the information to settle disagreements.	• **Demonstrates varied strategies to settle disagreements.** • **Is an active listener, using the information to reach a settlement.** • **Able to discern the root cause of the disagreement.** • **Able to remain focused on the best outcome for students and resolve the issue to the benefit of students.** • **Is proactive by settling disagreements before they escalate and impact students or other staff.** • **Welcomes input/dissent from stakeholders and is able to use the information to settle disagreements in a timely manner.** • **Ensures that all involved in the disagreement are apprised of the resolution.**	All of Proficient and: • Uses results of the resolution process and substance of the disagreement as a learning tool, establishing or modifying existing practices.

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Indicator IV-F.	**Managing Conflict:** Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district/school community.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Elements IV-F-2. Conflict Resolution	Does not address conflicts in a solution-oriented and/or respectful manner.	May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies.	**Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner.**	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers staff to use these approaches. Is able to model this element.
IV-F-2. Evidence	• Has limited or unclear strategies to resolve conflicts. • Rarely able to keep participants focused on the core values. • Rarely able to discern the root cause of the conflict and is focused on winning ather than resolution. • Rarely monitors resolutions to ensure that they are implemented appropriately. • Rarely learns from experience gaining strategies and insights into human behavior as a result of resolving conflicts. • Rarely participates in conflict resolution training or provide the same to staff, if needed.	• Has few strategies to respectfully resolve conflicts. • Is not consistently able to keep participants focused on the core values. • Is not consistently able to discern the root cause of the conflict but attempts to resolve it to the benefit of students. • Monitors resolutions inconsistently to ensure that they are implemented appropriately. • Sometimes learns from experience gaining strategies and insights into human behavior as a result of resolving conflicts. • Occasionally participates in conflict resolution training and provides the same to staff, if needed.	• **Has varied strategies to respectfully resolve conflicts.** • **Able to keep participants focused on the core values.** • **Able to discern the root cause of the conflict and resolves it to the benefit of students.** • **Documents and monitors resolutions to ensure that they are implemented appropriately.** • **Learns from experience gaining strategies and insights into human behavior as a result of resolving conflicts.** • **Participates in conflict resolution training and provides the same to staff, if needed.**	All of Proficient plus: • Empowers and encourages staff to use conflict resolution strategies with their students and with each other.

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Indicator IV-F.	**Managing Conflict:** Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district/school community.			
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Elements IV-F-3. Consensus Building	Does not attempt to build consensus within the school community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school community, with varying degrees of success.	**Builds consensus within the school community around critical school decisions, employing a variety of strategies.**	Employs a variety of strategies to build consensus within the school community around critical school decisions while encouraging dialogue and different points of view. Is able to model this element.
IV-F-3. Evidence	•Rarely attempts to facilitate similar or disparate groups to consensus but the attempts do not result in building consensus. •Rarely can discern which decisions are appropriate to determine through consensus and which are not. •Rarely provides modeling opportunities for teachers to practice building consensus as a classroom strategy. •Rarely works with the staff and School Council to develop consensus regarding the school plan to increase achievement.	•Attempts to facilitate similar or disparate groups to consensus are uneven and do not consistently lead to consensus. •Is not always able to discern which decisions are appropriate to determine through consensus and which are not. •Occasionally provides modeling opportunities for teachers to practice building consensus as a classroom strategy. •Occasionally works with the staff and School Council to develop consensus regarding the school plan to increase achievement.	•**When using consensus building strategies the administrator ensures that the decisions are rooted in the core values of the school.** •**Able to facilitate similar or disparate groups to consensus.** •**Able to discern which decisions are appropriate to determine through consensus and which are not.** •**Provides modeling opportunities for teachers to practice building consensus as a classroom strategy.** •**Works with the staff and School Council to develop consensus regarding the school plan to increase achievement.**	All of Proficient plus: • Provides staff with training that enables them to use consensus building skills in a proactive manner in team setting and in classrooms to avoid potential conflicts involving different decisions..