



# MCCPS Board of Trustees

## Personnel Committee Meeting

Published on September 7, 2022 at 12:26 PM EDT

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### Date and Time

Monday September 12, 2022 at 7:00 PM EDT

### Location

17 Lime Street  
Marblehead, Massachusetts  
01945

This is an In-Person Meeting, with remote participation.  
Please note that the in-person meeting will not be suspended or terminated if technological problems interrupt the remote connection.

### Zoom Login information

Meeting ID: 914 6251 4433

Passcode: MCCPSper

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>7:00 PM</b>
Opening Items			
<b>A. Call the Meeting to Order</b>		Artie Sullivan	2 m
<b>B. Record Attendance and Guests</b>		Katie Sullivan	1 m
<b>C. Approve Minutes</b>	Approve Minutes	Katie Sullivan	5 m
	Approve minutes for Personnel Committee Meeting on May 9, 2022		
<b>D. Approve Minutes</b>	Approve Minutes	Katie Sullivan	5 m
	Approve minutes for Personnel Committee Meeting on April 11, 2022		

	Purpose	Presenter	Time
<b>II. Old Business</b>			<b>7:13 PM</b>
Personnel Committee			
<b>A. Discussion of HOS Annual Goals</b>	Discuss	Peter Cohen	20 m
<b>B. Personnel Committee Membership &amp; Schedule</b>	Discuss	Artie Sullivan	2 m
Review the committee membership needs of the Personnel Committee. Identify potential candidates for membership on the committee and the upcoming schedule.			
<b>C. HOS Evaluation Process for SY 22-23</b>	Discuss	Artie Sullivan	5 m
<b>III. New Business</b>			
<b>IV. Action Items</b>			<b>7:40 PM</b>
<b>A. Review Action Items from Meeting</b>	FYI	Katie Sullivan	5 m
Review Action Items form meeting, including who is responsible, item to be completed and time frame for status report or completion.			
<b>V. Closing Items</b>			<b>7:45 PM</b>
<b>A. Adjourn Meeting</b>	Vote	Artie Sullivan	5 m

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** C. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Personnel Committee Meeting on May 9, 2022



## MCCPS Board of Trustees

# Minutes

## Personnel Committee Meeting

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### Date and Time

Monday May 9, 2022 at 7:00 PM

### Location

17 Lime Street  
Marblehead, Massachusetts  
01945

This is an In-Person Meeting, with remote participation.  
Please note that the in-person meeting will not be suspended or terminated if technological problems interrupt the remote connection.

### Zoom Login information

Meeting ID: 914 6251 4433  
Passcode: MCCPSper

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### Committee Members Present

John Steinberg (remote), Katie Sullivan (remote), Peter Cheney (remote), Peter Cohen (remote)

### Committee Members Absent

Artie Sullivan, Jen Stoddard

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## I. Opening Items

### A. Call the Meeting to Order

Peter Cohen called a meeting of the Personnel Committee of MCCPS Board of Trustees to order on Monday May 9, 2022 at 7:11 PM.

### B. Record Attendance and Guests

### C.

### **Approve Minutes**

Katie was not present at last meeting so no quorum to approve minutes. Tabled to next meeting.

## **II. Old Business**

### **A. Discussion of HOS Annual Assessment Process**

Today is the due date for BoT to share their HoS evaluations with Artie. Faculty & Staff appreciated the Internal Survey re-created by this committee. This tool had good questions and provided a lot for the HoS to learn from. The "numbers on the survey are easy to move" and can be well used to set goals for next year.

The Board was pleased with the work of the Personnel committee, especially John's.

Use of Val-Ed and Board on Track surveys for next year was discussed. John argued for Val-ed despite it's issues. Participation in that was the least due to technical difficulties, but still was decent. It produces good information, but the taking of it and it's format is not staff-friendly. Peter agrees on it's value and appreciates John's advocacy for it, despite that it is laborious for staff. John's least preferred is Board on Track, but it is the only one that allows for comments. The Board will discuss this further at the retreat. Participation rates also need to be emphasized along with the value of everyone's value. Peter will check in on the rest of the process with Artie.

### **B. Personnel Committee Membership & Schedule**

Peter put out a pitch to join Development, then Governance, and his next one will be Personnel via constant contact. A current teacher's fiance has been hired for next year, so she is leaving and she may be interested in filling the Board position therefore may be able to join Personnel.

Peter talked to PTO regarding their shared struggle with membership and now that in-person events like Exhibition are returning, they will try to promote participation in committees.

### **C. POLICY REVIEW**

## **III. New Business**

### **A. HR Manager Update**

She started last week and it has been going well. She will attend one of our meetings in the near future and may want to circle pack with some policies that we need to work on with her. This has been a huge help to Jeff Barry and Peter toward getting the "HR House in order" and while it may be a position that may not be long term, it is providing great benefit for the school right now.

## **IV. Action Items**

### **A. Review Action Items from Meeting**

Next meeting date: June 13, 2022

## **V. Closing Items**

### **A.**

**Adjourn Meeting**

Katie Sullivan made a motion to adjourn meeting.

John Steinberg seconded the motion.

The committee **VOTED** to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:32 PM.

Respectfully Submitted,  
Katie Sullivan

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** D. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Personnel Committee Meeting on April 11, 2022



## MCCPS Board of Trustees

# Minutes

## Personnel Committee Meeting

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### Date and Time

Monday April 11, 2022 at 7:00 PM

### Location

Personnel Committee Meetings

Join Zoom Meeting

<https://zoom.us/j/91462514433?pwd=RVA4VnBHeWo2TE4vTW1DTzRKd3Jhdz09>

Meeting ID: 914 6251 4433

Passcode: MCCPSper

17 Lime Street

Marblehead, Massachusetts

01945

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### Committee Members Present

Artie Sullivan (remote), John Steinberg (remote), Katie Sullivan (remote), Peter Cohen (remote)

### Committee Members Absent

Jen Stoddard, Peter Cheney

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## I. Opening Items

### A. Call the Meeting to Order

Artie Sullivan called a meeting of the Personnel Committee of MCCPS Board of Trustees to order on Monday Apr 11, 2022 at 7:07 PM.

### B. Record Attendance and Guests

### C. Accept Remote Participation



In light of the ongoing COVID-19 coronavirus outbreak, Governor Baker issued an emergency Order on March 12, 2020, allowing public bodies greater flexibility in utilizing technology in the conduct of meetings under the Open Meeting Law.

#### **D. Approve Minutes**

John Steinberg made a motion to approve the minutes from Personnel Committee Meeting on 03-14-22.

Peter Cohen seconded the motion.

The committee **VOTED** to approve the motion.

### **II. Old Business**

#### **A. Discussion of HOS Goals to Evaluation Tool**

There are issues with the Val-Ed Survey being sent out to the Board so we'll need to extend that due date. There are also other issues. The faculty has had some confusing circumstances with it. The feedback on the new internal survey was that it was much more relevant. (80% completion so far.) The Board meeting is April 26th so a final close date for all surveys of April 18th (real date 19th.) will be sent out in reminder emails by Artie Sullivan. We'll decide in May/June what we want to do for next year with regard to surveys. John Steinberg will present results summary at the next Board meeting.

Goal alignments were sent via email by Peter Cohen from earlier in the year: Artie will make sure that the indicators are printed under each goal on the Board members HOS Evaluation Summative document.

#### **B. Personnel Committee Membership & Schedule**

Governor's order for Remote Meetings ends mid-July so we'll need to be back in person after that. May/June may be hybrid. 3 people will need to be physically present in order for there to be a quorum and meeting must be chaired by someone who is physically present.

#### **C. POLICY REVIEW**

### **III. New Business**

#### **A. Personnel Committee Synopsis for Community**

Discussion for group working on getting more membership and involvement:

Evening meeting once per month

Help HOS with his annual goals

Conduct the Board Training for the HOS Evaluation

Conduct Surveys

Write/ Update Policies

Sounding board for the HOS

See By-laws mission of this committee

Action item: Artie will give the group a synopsis.

#### **IV. Action Items**

##### **A. Review Action Items from Meeting**

Artie to send reminder emails to complete surveys.  
John to prepare reports & presentation to the Board.  
Artie to align indicators under HOS Goals on Summative document.  
Artie to provide synopsis of Personnel Committee roles & responsibilities to community group.  
Next meeting: Monday, May 9, 2022

#### **V. Closing Items**

##### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:30 PM.

Respectfully Submitted,  
Katie Sullivan

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#### **Documents used during the meeting**

- Head of School Evaluation Year End Form, 2022 template.docx

# Coversheet

## Discussion of HOS Annual Goals

<b>Section:</b>	II. Old Business
<b>Item:</b>	A. Discussion of HOS Annual Goals
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Head of School Goals - P. Cohen 2022 DRAFT (1).pdf admin-rubric-draft.pdf

## Head of School Goals

2022-2023

### **Goal 1: Implement an Effective System for Observation, Feedback, and Evaluation of Teachers. (Year two of three)**

The Head of School will work with consultants with experience in the Dutch system of “Leerkracht” (Teaching Force). This work will ground our efforts to improve teaching and learning by providing teachers with a system for giving and receiving feedback on lesson planning and implementation. Simultaneously, a system for educators to receive feedback from supervisors will be implemented.

#### Key Actions:

1. 2021: Re-introduce, train, and initiate the Teaching Force protocols with a select group of teachers and teacher-leaders. This work will include the development of a schedule that prioritizes time for teachers to work collaboratively in support of one another for lesson design and peer observations. The Teaching Force program will also allow administrators and teachers to identify areas of focus for the evaluations/observations.
2. 2021-2022: Develop a formal system for teachers to receive regular feedback from supervisors leading to both formative and summative evaluations. The Principal, Director of Student Services, and Head of School will each be assigned members of the staff for whom they are the primary evaluator. We will calibrate and collaborate to ensure an equitable evaluation process.
3. 2022-2023: The integration of the peer feedback system (Teaching Force) and the more formal, evaluative feedback will be meshed together to create our fully realized system for providing educators with the information they need to continuously improve.
4. 2022-2023: Develop and implement 360° feedback for educators with input from primary evaluator, peers, students, and parents.
5. 2023 and beyond: A cycle of evaluation will be established with revisions/refinements made based on feedback and take-aways from year one and two of the evaluation system.

#### **Measures:**

Teacher satisfaction survey results will be utilized and compared to the previous year. We will use a pre and post survey to measure staff satisfaction and impact of feedback/evaluation protocols.

Every teacher will have established goals and a plan to achieve them by October 17, 2022. Primary evaluators will observe and provide feedback to every teacher by November 18.

Mid-year meetings and check-in on progress toward goals will take place during the window of January 17-February 17. These meetings will include Educator, Primary Evaluator, and the HR Manager.

The Teaching Force work will be focused primarily on the Upper School grades (6-8) with meetings weekly on Wednesdays 2:45-4:30pm. The consultant will work with the group through the goal setting, lesson planning, and lesson visit/feedback process.

Summative Evaluations will be completed for all teachers by the primary evaluator annually by June 1.

## **Goal 1: Implement an Effective System for Observation, Feedback, and Evaluation of Teachers. (Professional Practice Goal)**

Standards/Indicators:

IB - Instruction	ID - Evaluation	
IIA - Environment		
IVC - Communication	IVD - Continuous Learning	IVE - Shared Vision

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## **Goal 2: Implement the Criteria for Excellence & Portfolio System (year two of two)**

The Criteria for Excellence document is now complete. During the 2022-2023 school year teachers will integrate the skills across lessons/units of study and monitor progress of students. Students will also self-monitor or track their growth and progress toward acquiring these skills. This work will be facilitated by the Academic Excellence Committee and the Principal with oversight by the Head of School. Department Chairs will use the Criteria document as the primary area of accountability and focus for the work across grade levels. Student Led Conferences will be introduced.

### **Key Actions:**

1. Throughout the school year, there will be coordination of the work of the Academic Excellence Committee with the instructional leaders in the school
2. Next steps will include the development of rubrics/assessments aligned with the Criteria for Excellence document.
3. Throughout the fall we will train faculty, staff, parents, and students on the Criteria of Excellence and this will lead to effective student portfolios and student-led conferences.
4. Student Led Conferences

### **Measures:**

Student Portfolios will be developed at each grade level.

The Academic Excellence Committee and Department Chairs will design and implement a process for monitoring student progress.

## **Goal 2: Implement the Criteria for Excellence & Portfolio System (Student Learning Goal)**

Standards/Indicators:

IA - Curriculum	IC - Assessment	IE - Data-Informed Decision Making
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### **Goal 3: Community Engagement**

The Head of School will establish and maintain productive relationships with all key stakeholders. Paramount will be creating events and opportunities for parents to volunteer their time and/or money, as well as join Committees and the PTO.

#### **Key Actions:**

1. Create a “Coffee with the…” series to help parents have on-going discussions about our school. This will begin with a meet the Principal and Dean of Students event in September.
2. Consistently monitor and recruit parents to join Committees. Include regular updates and requests in the weekly newsletter sent via ConstantContact.
3. Include opportunities for parents to sign up for volunteer opportunities at each major event including: Exhibition, conferences, concerts, plays, and meetings.

#### **Measures:**

Staff satisfaction surveys will be utilized to measure progress toward this goal.

Committee membership will increase. We will track the baseline membership (September 2022) and graph participation throughout the school year.

### **Goal 3: Communication (School Improvement Goal)**

Standards/Indicators:

IIB - Human Resources Management and Development

IVC - Communication                      IVE - Shared Vision

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### **Goal 4: Facilities Oversight & Future Planning (Year one of four)**

The Head of School during the 2022-2025 school year will serve as the point person for planning and addressing ongoing maintenance in the school. This will include developing new relationships with contractors and an architect for the warehouse expansion project.

#### **Key Actions:**

1. The Head of School will meet weekly with the Director of Facilities and the Business Manager to list and prioritize projects.
2. The Head of School with the assistance of the Facilities Task Force will select an architect for the warehouse expansion project.
3. The Head of School will create and post a job description for a Capital Campaign Manager

**Measures:**

Maintain list and regularly report to Board and FinCom on maintenance issues addressed.

Architect will be hired and produce draft plans for expansion that can be utilized for marketing and the capital campaign.

**Goal 4: Facilities Oversight & Future Planning (School Improvement Goal)**

Standards/Indicators:

Standar II - Management & Operations

II-A Environment

II-B Human Resources

II-E Fiscal Systems



## SCHOOL LEVEL ADMINISTRATOR RUBRIC for EDUCATOR EVALUATION

[Updated DRAFT: 2022]

*The Updated School Level Administrator Rubric is available to pilot during the 2022-23 school year and will be released as the new model rubric for SY2023-24. The Updated Classroom Teacher Rubric, developed in alignment with the school level administrator rubric, will be piloted in SY2023-24 and released in SY2024-25.*

The updated Educator Evaluation rubrics are grounded in a definition of effective teaching and leadership that reflects input<sup>1</sup> from educators, students, and families across Massachusetts on equity-centered practices that foster all students' academic achievement, cultural competence, and sociopolitical awareness.<sup>2</sup>

The School Level Administrator Rubric describes elements of effective practice across four Standards of Administrative Leadership:

- Standard I: Instructional Leadership
- Standard II: Management and Operations
- Standard III: Family and Community Engagement
- Standard IV: Professional Culture

These four Standards guide the development of Massachusetts administrators from preparation through employment, articulating the key knowledge, skills, and behaviors required of all administrative leaders in public schools in Massachusetts to disrupt historical patterns of inequity and well serve richly diverse student bodies with diverse educational needs.

For each Standard, there are Indicators that describe specific knowledge, skills, and performance at four levels:

Proficient		
The educator's performance fully and consistently meets the requirements of a Standard. This is the expected, rigorous yet attainable level of performance for most educators.		
Unsatisfactory	Needs Improvement	Exemplary
The educator's performance is consistently below the requirements of a Standard and has not shown improvement.	The educator's performance is below the requirements of a Standard but not considered to be Unsatisfactory at this time. Improvement is necessary and expected.	The educator's performance consistently and significantly exceeds the requirements of a Standard and could serve as a model.

Distinctions by performance level come from variations in quality (the ability to perform the skill, action, or behavior), scope (the scale of impact), and consistency (the frequency that skill, action, or behavior is demonstrated with quality). Continued growth and reflection are expected across all levels of performance.

The Anti-Racist Leadership Competencies, a set of guiding principles of anti-racist leadership<sup>3</sup>, informed the revisions to the Indicators and elements that describe each Standard. These competencies are also integrated into the [Guidelines for the Preparation of Administrative Leaders](#) and the [Principal Induction & Mentoring Handbook](#). Collectively, these competencies provide a learning trajectory designed to support administrative leaders from preparation through entry to the profession and ongoing growth and development.

<sup>1</sup> DESE partnered with educators on the 2021-22 Principal and Teacher Advisory Cabinets as the key advisory group for this project. We also received input and feedback from students and families through a series of Student and Family Roundtables. For more information about these contributors, please see [Acknowledgements](#).

<sup>2</sup> This rubric applies a definition of culturally responsive practice and culturally relevant pedagogy based on the frameworks of Gloria Ladson-Billings, Geneva Gay, and other scholars.

<sup>3</sup> The Anti-Racist Leadership Competencies were developed in partnership with the Principal Readiness Advisory Council in 2020-2021.

The rubrics frequently reference “all students,” which represents *each and every student*, with particular focus on students who have been historically marginalized or underserved by our education systems, including but not limited to those who identify as Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, English learners, LGBTQIA+ students, students experiencing homelessness and/or financial insecurity, and students who are undocumented.





## Using the Rubric in the Educator Evaluation Process

Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what Proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about Formative and Summative Performance Ratings on each Standard and overall. As a result, rubrics play a part in all five components of the evaluation cycle.

1. **Self-Assessment:** Educators use the rubric to examine their own practice and to identify areas of strength as well as areas for further growth and development.
2. **Analysis, Goal Setting, and Plan Development:** Educators and evaluators together review the rubric and agree on Indicators that will be the focus of their attention during the evaluation cycle. In addition, educators and their evaluators develop goals for improving professional practice and student learning. The rubric helps to paint a clear picture of what it will look like to move practice from Proficient to Exemplary in one Indicator or from Needs Improvement to Proficient in another. These distinctions are the starting point for conversation about setting specific, measurable, actionable, equity-focused goals.
3. **Implementation of the Educator Plan:** Educators and evaluators use the rubric to ensure that they are gathering evidence from multiple sources that will support a fair and comprehensive assessment of the educator's practice on each Standard. The elements of effective practice defined in each Proficient descriptor can be used as a guide for feedback, professional learning, and the collection of evidence. Given the breadth and depth of practices represented, it is recommended that educators and evaluators prioritize certain Indicators aligned to educator, school and district goals for professional learning, feedback, support, and evidence collection.

*Note:* The rubrics are written to support educators and evaluators in making judgments about evidence gathered across multiple measures – not from a single observation. Observations are a valuable way to gather evidence on educators' performance against many, but not all, of the Standards and Indicators, and should be paired with other sources of evidence, such as artifacts of practice, student and family feedback, and evidence of student learning. The model rubrics were not designed to be observation tools and should not be used for that purpose.

4. **Formative Assessment/Evaluation and Summative Evaluation:** The rubric serves as the organizing framework for these conferences and reports as evaluators assess the educator's performance on the continuum of practice described by the rubric.

## Glossary

See the [Glossary](#) at the end of this document for definitions of terms used in the rubric.



## Acknowledgements

### Principal and Teacher Advisory Cabinet, 2021-2022

**Dr. Jorge Allen**, Director of English Learner Programs, Wellesley Public Schools  
**Damian Aufiero**, History Teacher, Boston Public Schools  
**Lakia Baymon**, Principal, Springfield Public Schools  
**Rebecca Bell**, Fifth Grade Teacher, Arlington Public Schools  
**Maya Birks**, Special Education Teacher, Holyoke Public Schools  
**Michelle Charles**, ESL Teacher, Woburn Public Schools  
**Dr. E. Orlando Darlington**, Spanish Teacher, Stoneham Public Schools  
**Monique DeBarros**, Director of Student Support Services, Boston Preparatory Charter School  
**Purnima DeMorais**, Interim Principal, Tewksbury Public Schools  
**Ricardo Dobles**, Principal, Waltham Public Schools  
**Christopher Dodge**, Principal, Orange Public Schools  
**Kate Dormeus**, Head of School, Excel Academy Charter Schools  
**Timothy Eagan**, Grade 6-12 World Languages Department Head, Wellesley Public Schools  
**Julie Feeney**, Spanish World Language Teacher, Worcester Public Schools  
**Marta García**, Teacher of Multilingual Students, Salem Public Schools  
**Stephen Guerriero**, Social Studies Teacher, Needham Public Schools  
**Lisa Hanifan**, First Grade Teacher, Malden Public Schools  
**Amy Heffernan**, Wellness Teacher, Scituate Public Schools  
**Reuben Howard**, Instructional Coach, Boston Public Schools  
**Frederick Hurst**, Associate Principal, Springfield Public Schools  
**Gabrielle Jackson**, Resident Principal, Springfield Empowerment Zone  
**Sarah Marie Jette**, Fourth Grade Teacher, Arlington Public Schools  
**Jessica Johnson**, Math Instructional Leadership Specialist, Springfield Public Schools  
**Dr. Tasha Jones**, Dean of Curriculum and Instruction, Springfield Public Schools  
**Peter Lantaigne**, Assistant Principal, Pathfinder Regional Vocational Technical High School  
**Ruby Maestas**, Principal, Carver Public Schools  
**Steven Martin**, Interim Principal, Woburn Public Schools  
**Sarah McLaughlin**, Principal, Lawrence Public Schools  
**Vivian McNeeley**, ELL Teacher, Andover Public Schools  
**Antonelli Mejia**, Assistant Principal, Boston Public Schools  
**Tamy-Feé Meneide**, Director of College and Career Pathways, Neighborhood House Charter School  
**Jayashree Pillai**, Math Teacher, Natick Public Schools  
**Desiree Robinson**, Mathematics Instructional Leadership Specialist, Springfield Public Schools  
**Caitlan Sheehan**, Director of Diversity, Equity, and Inclusion, Duxbury Public Schools

**Gavin Smith**, Principal, Boston Public Schools  
**Dr. Paula Starnes**, ELA and Special Education Teacher, Springfield Public Schools  
**María Valarezo**, Early Childhood Special Education and ESL Teacher, Boston Public Schools  
**Dr. Sonya White Hope**, Music Teacher, Boston Public Schools  
**Dr. Jedediya Williams**, Mathematics and Computer Science Teacher, Nantucket Public Schools  
**Gerald Yung**, Principal, Cambridge Public Schools

### Family Roundtable Participants

**Donna Alvarez**, Brockton Public Schools  
**Adrienne Berry**, Orange Public Schools  
**Darryl Bullock**, Arlington Public Schools  
**Dr. Angela Burke**, Brockton Public Schools  
**Linda Calkins**, Springfield Public Schools  
**Eugenia Corbo**, Boston Public Schools  
**Geraldine Dagraca**, Brockton Public Schools  
**Mallory L. Ellis**, Orange Public Schools  
**Jennifer Gabriel**, Springfield Public Schools  
**Michèle Harris**, Brockton Public Schools  
**Patricia Hernandez**, Springfield Public Schools  
**Mercedes Hernandez-Rondon**, Lawrence Public Schools  
**Cathy Lange-Mazanec**, Springfield Public Schools  
**Tatiana Lara Melendez**, Leominster Public Schools  
**Stephany Lazzaro**, Brockton Public Schools  
**Maria Gomes**, Brockton Public Schools  
**Blanca Marroquin**, Boston Public Schools  
**Xiomaily Medina**, Brockton Public Schools  
**Meredith Nelson**, Scituate Public Schools  
**Jorge Nuñez**, Brockton Public Schools  
**Lisa Olivar**, Brockton Public Schools  
**Felismina Palma**, Brockton Public Schools  
**Ryan A. Racette**, Carver Public Schools  
**Brenda Ramsey**, Boston Public Schools  
**Limary Rivera**, Springfield Public Schools  
**Ysmael Rondon**, Lawrence Public Schools  
**Kathleen Saltis**, Hampshire Public Schools  
**Nikki SandersSmead**, Scituate Public Schools  
**James T. Samuel**, Springfield Public Schools  
**Lakia Small**, Brockton Public Schools  
**Ellen Subramaniam**, Wellesley Public Schools  
**New Bedford Public Schools Family Members**  
*With support from*  
**Julia Blanchette**, Registration Specialist, Brockton Public Schools  
**Elizangela DePina**, Community Liaison, Brockton Public Schools  
**Jennifer Ferland**, Executive Director of Strategic Initiatives & Partnerships, New Bedford Public Schools  
**Nicole Ferreira**, Wrap Manager, New Bedford Public Schools  
**Barbara Lora**, English Language Acquisition Coach, Brockton Public Schools  
**Dr. Soraya Présumé Calixte**, Specialist of Parent Engagement, Brockton Public Schools  
**Dr. Karen L. Spaulding**, Director of Hiring, Educator Evaluation & Supervision, Brockton Public Schools



## Student Roundtables

**Amherst-Pelham Regional High School**, Amherst-Pelham

Regional Public Schools

*With support from*

**Sara Barber-Just**, English Department Head

**Andover High School**, Andover Public Schools

*With support from*

**Joanna Ganci**, ELA Program Coordinator 6-12

**Hannah Tolla**, Director of Data, Accountability & Financial Analytics

**Lawrence High School**, Lawrence Public Schools

*With support from*

**Nelson Butten**, Director of Family, Student and Community Partnerships

**Cynthia Paris**, Superintendent

**Springfield Honors Academy**, Springfield Public Schools

*with support from*

**Grace Howard-Donlin**, Principal

**Michelle Rodriguez**, Principal's Clerk

**Kristy Synnott**, Director of Student Life

*DESE thanks [The Nellie Mae Education Foundation](#) for their generous support of the Principal and Teacher Advisory Cabinet and Student and Family Roundtables.*

## Department of Elementary and Secondary Education

**Claire Abbott**, Director of Educator Effectiveness, Center for Instructional Support

**Shannon Clancy**, Educator Effectiveness Coordinator, Center for Instructional Support

**Martha Daigle**, Family Engagement Coordinator, Office of Special Education Planning and Policy

**Anne DeMallie**, Digital Literacy and Computer Science Content Lead, Center for Instructional Support

**Shay Edmond**, Senior Associate Commissioner, Center for Strategic Initiatives

**Russell Fenton**, Adult & Community Learning Services Team Leader, Center for Educational Options

**Susan Fischer**, Access and Equity Associate, Statewide System of Support

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**Michelle Ryan**, Associate Commissioner, Kaleidoscope Collective for Learning

**David Valade**, Language Acquisition Support Lead, Office of Language Acquisition

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**Lisa Weinstein**, College, Career & Technical Education Liaison, Center for Educational Options

**Anna Zannetos**, Educator Effectiveness Specialist, Center for Instructional Support

**Lindsay Zorich**, Assistant Director of Educator Preparation, Center for Instructional Support



## School Level Administrator Rubric – At-a-Glance

Standard I: Instructional Leadership	Standard II: Management and Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p><b>A. Curriculum</b></p> <ol style="list-style-type: none"> <li>Curriculum Literacy</li> </ol> <p><b>B. Instruction</b></p> <ol style="list-style-type: none"> <li>Instructional Focus</li> <li>High Expectations and Support</li> <li>Engaging Instruction</li> <li>Inclusive Instruction</li> <li>Critical Instruction</li> </ol> <p><b>C. Assessment and Data-Informed Decision-Making</b></p> <ol style="list-style-type: none"> <li>Purposeful Assessment</li> <li>Adjustments to Practice</li> <li>Data-Informed Decision-Making</li> </ol> <p><b>D. Evaluation</b></p> <ol style="list-style-type: none"> <li>Evaluation Practices</li> </ol> <p><b>E. Student Learning</b></p>	<p><b>A. Environment, Scheduling, and Management Information Systems</b></p> <ol style="list-style-type: none"> <li>School Culture and Climate</li> <li>Operational Systems and Routines</li> <li>Student Well-Being</li> <li>Scheduling</li> <li>Professional Collaboration</li> </ol> <p><b>B. Human Resources Management and Development</b></p> <ol style="list-style-type: none"> <li>Recruitment and Hiring</li> <li>Induction, Professional Development, and Career Growth Strategies</li> </ol> <p><b>C. Law, Ethics, and Policies</b></p> <ol style="list-style-type: none"> <li>Laws and Policies</li> <li>Ethical Behavior</li> </ol> <p><b>D. Fiscal Systems</b></p> <ol style="list-style-type: none"> <li>School Budget</li> <li>Access to Resources</li> </ol>	<p><b>A. Engagement</b></p> <ol style="list-style-type: none"> <li>Family Engagement</li> <li>Community and Stakeholder Engagement</li> </ol> <p><b>B. Sharing Responsibility</b></p> <ol style="list-style-type: none"> <li>Collaboration on Student Learning and Well-Being</li> <li>Family Support</li> </ol> <p><b>C. Communication</b></p> <ol style="list-style-type: none"> <li>Communication with Families</li> </ol> <p><b>D. Family Concerns</b></p> <ol style="list-style-type: none"> <li>Family Concerns</li> </ol>	<p><b>A. Shared Vision and Commitment to High Standards</b></p> <ol style="list-style-type: none"> <li>Shared Vision and Mission</li> <li>School Goals</li> <li>Collaborative Decision-Making</li> </ol> <p><b>B. Communications</b></p> <ol style="list-style-type: none"> <li>Communication Skills</li> </ol> <p><b>C. Continuous Learning</b></p> <ol style="list-style-type: none"> <li>Reflective Practice</li> </ol> <p><b>D. Managing Conflict</b></p> <ol style="list-style-type: none"> <li>Consensus-Building</li> <li>Response to Disagreement and Conflict Resolution</li> </ol>

NOTE: Some Indicators (such as Assessment and Data-Informed Decision-Making) have been grouped together where and when they represent similar or complementary practices. Practices associated with the Cultural Proficiency Indicator are represented throughout the rubric as integral to performance across the Standards.



## 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.

### Proficient

- **Curriculum Literacy:** Demonstrates understanding of the characteristics and value of high-quality instructional materials and the curricula taught by educators in the building by:
  - Ensuring that all educators have access to and skillfully use high-quality instructional materials through evidence-based, inclusive, and culturally and linguistically responsive practices, including identifying opportunities to create meaningful, relevant connections rooted in the local context.
  - Providing teachers with professional learning, feedback, and resources (e.g., models) to support implementation.
  - Engaging with the school community to identify and interrupt racism and bias in curricular materials.
  - Monitoring implementation to ensure the enacted curriculum supports and engages all students to meet and exceed high expectations.

### I-A: Curriculum

#### Unsatisfactory

- Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,
- Does not provide access to or adequate resources or training to support skillful implementation of high-quality instructional materials using culturally responsive practices
  - Does not monitor implementation

#### Needs Improvement

- Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,
- Provides some educators or content areas with access to high-quality instructional materials or permits the use of lower quality materials in some classrooms
  - Provides limited or inconsistent support for skillful implementation using culturally responsive practices

#### Exemplary

- Consistently and significantly exceeds *Proficient* expectations, e.g.,
- Provides regular, high-quality professional learning, feedback, and resources to support all educators to skillfully use high-quality instructional materials
  - Fosters coherence and alignment across grade-levels and content areas
  - Serves as a model for others



**I-B:  
Instruction**

**Proficient**

- **Instructional Focus:** Establishes and communicates a clear vision for instruction that is aligned to school and district priorities and reflects high expectations for all students through the use of evidence-based, culturally and linguistically responsive and inclusive practices. Ensures that instructional materials and professional learning support this vision.
- **High Expectations and Support:** Supports educators to uphold high expectations for all students to meet or exceed grade-level standards by ensuring that instructional practices across all settings and disciplines include:
  - Use of evidence-based pedagogical practices to provide equitable opportunities, supports, and scaffolds for grade-level learning.
  - Clear criteria for success (e.g., rubrics and exemplars).
  - Reinforcement for perseverance and effort with challenging content and tasks.
  - Specific, frequent, accessible, and asset-based feedback on progress to students and areas for growth.
- **Engaging Instruction:** Provides professional learning, feedback, and support for educators to engage all students as active learners of meaningful, standards-aligned and grade-appropriate content by:
  - Providing opportunities for students to explore topics and apply learning in culturally relevant, authentic and real-world contexts.
  - Building on students’ strengths, interests, cultural and linguistic backgrounds, and prior knowledge.
  - Facilitating cooperative learning and equitable student discourse.
  - Developing students’ positive identities as learners.
- **Inclusive Instruction:** Provides professional learning, feedback, and support on the use of appropriate inclusive practices, such as tiered supports, technology, scaffolded instruction, use of students’ native language, and Universal Design for Learning principles to:
  - Make grade-level content accessible and culturally relevant to students.
  - Accommodate and support individual differences in all students’ learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs), English learners and former English learners, academically advanced students, and students who have been historically marginalized.
- **Critical Instruction:** Provides professional learning, feedback, and support to educators to develop students’ abilities to think critically, ask questions, and analyze sources, perspectives, and biases in order to deepen learning and make connections between the content and real-world problems and events (e.g., issues of identity, equity, power, and justice).

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g., <ul style="list-style-type: none"> <li>○ Does not communicate an instructional vision</li> <li>○ Does not ensure that instructional practices across classrooms and content areas reflect high expectations, are engaging, inclusive, or culturally responsive</li> </ul>	Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g., <ul style="list-style-type: none"> <li>○ May not effectively communicate an instructional vision that reflects high expectations for all students</li> <li>○ Provides inconsistent or limited professional learning, feedback, or support for engaging, inclusive, and critical instructional practices</li> </ul>	Consistently and significantly exceeds <i>Proficient</i> expectations, e.g., <ul style="list-style-type: none"> <li>○ Collaborates with the school community to develop, clearly communicate, effectively implement, and monitor the impact of an evidence-based instructional vision that reflects high expectations for engaging, inclusive, and critical instructional practices for all students</li> </ul>



I-C:  
Assessment &  
Data-Informed  
Decision-  
Making

**Proficient**

- **Purposeful Assessment:** Implements and monitors a balanced and coherent system for the use of a variety of formal and informal assessments, including those embedded in high-quality instructional materials, to support teachers to understand all students’ strengths and areas for growth and measure and monitor understanding throughout instruction and progress toward grade-level or proficiency standards by:
  - Providing students with multiple ways and opportunities to demonstrate their learning.
  - Enabling students to draw from their cultural knowledge and lived experiences.
  - Ensuring that assessment methods and instruments do not perpetuate racial, cultural, or linguistic bias.
  
- **Adjustments to Practice:** Provides regular collaborative planning time and effectively supports educators to analyze disaggregated data from a wide range of assessments, as well as feedback from colleagues, students, and families, to:
  - Gain information about students’ progress towards grade-level or proficiency standards, including trends across student groups.
  - Reflect on instruction and adjust practice for improved and more equitable student learning outcomes.
  
- **Data-Informed Decision Making:** Monitors and uses school-level and disaggregated data, research, and best practices to reflect on strengths and gaps in instructional systems and work to continuously improve instructional practice; eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities; and support all students to meet or exceed grade-level or proficiency standards.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g., <ul style="list-style-type: none"> <li>○ Provides inadequate support for the use of bias-free, purposeful assessment methods to monitor student progress and make data-informed adjustments</li> </ul>	Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g., <ul style="list-style-type: none"> <li>○ Provides some support in the use of bias-free, purposeful assessment methods to monitor student progress and make data-informed adjustments with inconsistent impact on improving instructional practice and advancing equity</li> </ul>	Consistently and significantly exceeds <i>Proficient</i> expectations, e.g., <ul style="list-style-type: none"> <li>○ Empowers educators to use bias-free, purposeful assessment methods to monitor student progress and make data-informed adjustments that improve instructional practice and advance equity</li> <li>○ Serves as a model for others</li> </ul>





<b>I-D: Evaluation</b>	<b>Proficient</b>		
	<ul style="list-style-type: none"> <li> <b>Evaluation Practices:</b> Provides effective, timely, and meaningful supervision and evaluation in alignment with state regulations, contract provisions, and district/school improvement goals by:                             <ul style="list-style-type: none"> <li>Collaborating with educators to develop, monitor, and reflect on challenging, measurable, and equity-centered goals.</li> <li>Providing high-quality (specific, actionable, timely) feedback based on multiple sources of evidence, including regular observations, student feedback, and student learning measures.</li> <li>Ensuring accuracy and consistency in performance ratings.</li> <li>Continuously reflecting on and mitigating biases that may impact judgments.</li> </ul> </li> </ul>		
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Exemplary</b>
	Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g., <ul style="list-style-type: none"> <li>Educators' goals are neither SMARTIE nor aligned to school and/or district goals</li> <li>Educators rarely receive high-quality feedback</li> <li>Supervision and evaluation are driven by bias</li> </ul>	Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g., <ul style="list-style-type: none"> <li>Some educators' goals may not be SMARTIE or aligned to school and district priorities</li> <li>Educators inconsistently receive high-quality feedback</li> <li>Reflects on bias, but may not consistently mitigate its impact</li> </ul>	Consistently and significantly exceeds <i>Proficient</i> expectations, e.g., <ul style="list-style-type: none"> <li>Collaborates with educators to implement effective, timely, high-quality supervision and evaluation that focuses on improving educator practice and student learning</li> <li>Creates structures to effectively and regularly reflects on and eliminate the impact of bias</li> <li>Centers student, family, community and educator voice in the evaluation process</li> <li>Serves as a model for others</li> </ul>

<b>I-E: Student Learning</b>	<ul style="list-style-type: none"> <li> <b>Student Learning:</b> Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.                             </li> </ul>
	<p>There are no associated performance descriptors for the Student Learning Indicator. For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator(s) when determining a performance rating for Standard I. Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan.</p>





## 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.*

### II-A: Environment, Scheduling, & Management Information Systems

#### Proficient

- **School Culture and Climate:** Fosters a positive, inclusive, and equitable school community by:
  - Building positive, caring relationships with students, family members, and staff to ensure that school community members feel respected, supported, and a sense of belonging in the school community.
  - Establishing transparent and consistent school-wide routines, policies, and systems that respect and affirm students' backgrounds, identities, and intellect.
  - Providing staff with relevant learning opportunities and resources to support them in developing culturally and linguistically responsive practices and promoting a culture that affirms individual differences.
  - Consistently examining policies, procedures, and systems to identify and eliminate bias or systemic barriers to inclusive and culturally and linguistically responsive practice, including policies and practices that reinforce white dominant culture and/or disproportionately impact student groups.
- **Operational Systems and Routines:** Establishes operational systems, procedures, and routines that ensure a safe learning environment for all students by:
  - Implementing effective systems for attendance, student entry, dismissal, meals, class transitions, assemblies, and recess.
  - Partnering with and supporting custodial/maintenance workers, transportation staff, clerical and administrative assistants, food service workers, and other staff effectively.
  - Ensuring that all physical spaces are safe, accessible, welcoming, and honor and celebrate the diversity and achievements of the school community.
- **Student Safety and Well-Being:** Provides ongoing training and supports to staff to ensure student health, safety, and well-being by:
  - Developing age-appropriate and culturally and linguistically responsive social emotional competencies in students (self-awareness, self-management, social awareness, relationship skills, and responsible decision making).
  - Preventing and addressing bullying and other unsafe behaviors with timely responses and restorative practices.
  - Fostering and utilizing partnerships with outside agencies and organizations to address student needs in a proactive and systematic way.
- **Scheduling:** Creates and maintains a school schedule and related systems and practices that:
  - Ensure equitable access to effective educators, grade-level learning, advanced coursework and elective opportunities, and tiered supports.
  - Prioritizes scheduling for students needing additional supports or services, such as English learners and students with disabilities.
  - Maximize inclusive opportunities for all students.
  - Allow for effective implementation of high-quality instructional materials
  - Maximize blocks of uninterrupted instructional time across all content areas (including traditionally non-tested grades and subjects (e.g., arts, physical education, digital literacy and computer science, STEM fields, History/Social Studies).
- **Professional Collaboration:** Establishes systems and structures, including common planning time, to support effective communication and collaboration among educators, including general education, special education, paraeducators, English learner education, and support staff, in support of shared goals for student learning.



Unsatisfactory	Needs Improvement	Exemplary
<p>Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g.,</p> <ul style="list-style-type: none"> <li>○ Does not establish operational systems that ensure an inclusive, equitable, and safe learning community for all</li> <li>○ Does not provide adequate training and supports to staff in promoting student health, safety, and well-being</li> </ul>	<p>Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g.,</p> <ul style="list-style-type: none"> <li>○ Develops and executes operational systems, procedures and routines that attempt to foster an inclusive, equitable, and safe school community, but implementation and supports to staff are inconsistent, ineffective, and/or not culturally responsive</li> </ul>	<p>Consistently and significantly exceeds <i>Proficient</i> expectations, e.g.,</p> <ul style="list-style-type: none"> <li>○ Collaborates with a diverse team to develop and execute effective and culturally responsive operational systems, procedures and routines that ensure an inclusive, equitable, collaborative and safe school community that maximizes student learning</li> <li>○ Reflects on impact and adapts as necessary</li> </ul>



<b>II-B: Human Resources Management &amp; Development</b>	<b>Proficient</b>		
	<ul style="list-style-type: none"> <li>● <b>Recruitment and Hiring:</b> Leads, in collaboration with stakeholders (including students, families, staff, and community members, and particularly those from historically marginalized communities), an inclusive process to:                             <ul style="list-style-type: none"> <li>○ Recruit and hire diverse and effective educators.</li> <li>○ Examine recruitment and hiring policies and procedures to identify and eliminate bias.</li> </ul> </li>   <li>● <b>Induction, Professional Development, and Career Growth Strategies:</b> Provides educators with access to, and monitors the impact of, differentiated professional learning opportunities, including:                             <ul style="list-style-type: none"> <li>○ Direct and ongoing induction and mentoring support to novice educators.</li> <li>○ Professional learning differentiated by educators’ goals, strengths, and areas for growth.</li> <li>○ Teacher-led professional learning and distributed leadership for effective educators.</li> </ul> </li> </ul>		
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Exemplary</b>
	Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g., <ul style="list-style-type: none"> <li>○ Does not implement formal processes for the recruitment and hiring of faculty and staff</li> <li>○ Provides insufficient induction, development, or career growth supports to educators, as evidenced by an inability to reliably hire and retain diverse and effective educators</li> </ul>	Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g., <ul style="list-style-type: none"> <li>○ Recruitment, hiring, induction, development, and career growth systems are inadequately or inconsistently implemented and/or do not consistently promote the hiring, retention, and support of a diverse and effective educator workforce</li> </ul>	Consistently and significantly exceeds <i>Proficient</i> expectations, e.g., <ul style="list-style-type: none"> <li>○ Implements comprehensive and cohesive systems for recruitment, hiring, induction, development, and career growth systems that consistently promote the hiring, retention, and support of a diverse, effective educator workforce</li> <li>○ Monitors impact and adapts as necessary</li> <li>○ Serves as a model for others</li> </ul>

<b>II-C: Law, Ethics, &amp; Policies</b>	<b>Proficient</b>		
	<ul style="list-style-type: none"> <li>● <b>Laws and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Identifies and advocates for changes to laws, mandates, policies, and guidelines that inhibit equity.</li>   <li>● <b>Ethical Behavior:</b> Adheres to the school and/or district’s existing code of ethics; protects student, family, and staff confidentiality; and expects staff to do all as well.</li> </ul>		
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Exemplary</b>
	Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g., <ul style="list-style-type: none"> <li>○ Demonstrates lack of awareness or consistent non-compliance with laws and policies</li> <li>○ Fails to adhere to ethical guidelines</li> </ul>	Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g., <ul style="list-style-type: none"> <li>○ Demonstrates some understanding of laws and policies and ethical guidelines</li> <li>○ Demonstrates inconsistency in compliance</li> </ul>	Consistently and significantly exceeds <i>Proficient</i> expectations, e.g., <ul style="list-style-type: none"> <li>○ Empowers staff to understand and consistently comply with laws, policies, and ethical guidelines</li> <li>○ Models’ effective advocacy for changes to inequitable systems and policies, and empowers staff to do the same</li> </ul>



<b>II-D: Fiscal Systems</b>	<b>Proficient</b>		
	<ul style="list-style-type: none"> <li>● <b>School Budget:</b> Develops an equity-centered school budget that:                             <ul style="list-style-type: none"> <li>○ Reflects data-informed decision-making for improved and more equitable learning outcomes for all students.</li> <li>○ Is informed by input from a diverse range of stakeholders (including students, families, staff, and community members, and particularly those from historically marginalized communities).</li> <li>○ Aligns with the district’s vision, mission, and goals.</li> <li>○ Is communicated transparently to school community members</li> </ul> </li>   <li>● <b>Access to Resources:</b> Allocates and manages expenditures aligned with district/school goals and available resources to promote an equitable and culturally responsive school community and ensure equitable access to resources for staff and students, including access to high-quality instructional materials and aligned professional learning.</li> </ul>		
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Exemplary</b>
	<p>Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g.,</p> <ul style="list-style-type: none"> <li>○ Develops a budget that does not align with the district’s vision, mission, and goals</li> <li>○ Inconsistently or inequitably manages expenditures and available resources</li> <li>○ Does not communicate budget rationale to stakeholders</li> </ul>	<p>Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g.,</p> <ul style="list-style-type: none"> <li>○ Develops a budget that loosely aligns with the district’s vision, mission, and goals, and/or inconsistently manages expenditures and available resources in an equitable manner</li> <li>○ Does not effectively communicate budget rationale to stakeholders</li> </ul>	<p>Consistently and significantly exceeds <i>Proficient</i> expectations, e.g.,</p> <ul style="list-style-type: none"> <li>○ Collaborates with a diverse team to develop a budget and allocate resources in a manner that addresses the needs of all students</li> <li>○ Seeks alternate funding sources as needed</li> <li>○ Proactively communicates budget rationale to stakeholders</li> <li>○ Reflects on impact and adapts as necessary</li> <li>○ Serves as a model for others</li> </ul>



**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.*

<b>III-A: Engagement</b>	<b>Proficient</b>		
	<ul style="list-style-type: none"> <li>● <b>Family Engagement:</b> Engages with families in a way that is culturally and linguistically responsive and collaborative by:                             <ul style="list-style-type: none"> <li>○ Working with staff and families (e.g., SEPAC, ELPAC, etc.) to identify and remove barriers to families’ involvement.</li> <li>○ Providing a variety of frequent, inclusive, and culturally and linguistically responsive opportunities for all families to engage as partners in the school community.</li> <li>○ Clearly communicating information about family engagement opportunities in ways that are accessible to all members of the community and that adhere to open meeting laws.</li> <li>○ Ensuring that families have equitable access to resources supporting teaching and learning.</li> </ul> </li> <li>● <b>Community and Stakeholder Engagement:</b> Establishes strategic relationships with community organizations, community members, and businesses either individually or through district initiatives and partnerships. Engages them to maximize community involvement in the school and family access to community resources.</li> </ul>		
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Exemplary</b>
	<p>Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g.,</p> <ul style="list-style-type: none"> <li>○ Does little to engage families as partners in the school community or support staff to do so</li> <li>○ Tolerates an environment that is unwelcoming to some families</li> </ul>	<p>Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g.,</p> <ul style="list-style-type: none"> <li>○ Demonstrates limited or inconsistent efforts to engage families as partners in the school community or support staff to do so</li> <li>○ Does not consistently identify or remove barriers to families’ involvement</li> </ul>	<p>Consistently and significantly exceeds <i>Proficient</i> expectations, e.g.,</p> <ul style="list-style-type: none"> <li>○ Empowers all staff to engage with families as partners</li> <li>○ Actively engages stakeholders from the community in furthering the school’s mission and goals.</li> <li>○ Analyzes and mitigates inequitable engagement patterns (e.g., through relationships with cultural brokers)</li> <li>○ Reflects on impact and adapts as necessary</li> <li>○ Serves as a model for others</li> </ul>



III-B:  
Sharing  
Responsibility

**Proficient**

- **Collaboration on Student Learning and Well-Being:** Partners with families on students’ learning and well-being by:
  - Leveraging families’ cultural and linguistic knowledge and expertise to support student learning.
  - Engaging in dialogue about what students are learning in the classroom and expectations for student success.
  - Identifying, and seeking feedback on, strategies and resources for supporting student learning and growth in and out of school.
  - Sharing students’ strengths and areas for growth, with timely communication about concerns around the student’s progress.
  
- **Family Support:** Works to ensure that all families understand and have opportunities to inform district and school-based policies and resources that support student learning and well-being by:
  - Supporting families to engage with policies, resources, and routines such as parent teacher organizations, school-site councils, parent advisory councils (e.g., ELPAC and SEPAC), child study/intervention teams, IEP referral processes, ESL supports, and student attendance policies.
  - Setting clear expectations regarding how specialized support staff should partner with families in accessing support services within and outside of school, and monitors adherence to these policies.

Unsatisfactory	Needs Improvement	Exemplary
<p>Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g.,</p> <ul style="list-style-type: none"> <li>○ Does not collaborate with families in culturally and linguistically responsive ways or ensure that all staff do so as well</li> </ul>	<p>Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g.,</p> <ul style="list-style-type: none"> <li>○ Does not consistently monitor processes for collaboration with families to ensure all student needs are being met</li> <li>○ May not effectively or equitably share resources and opportunities to inform school policies</li> </ul>	<p>Consistently and significantly exceeds <i>Proficient</i> expectations, e.g.,</p> <ul style="list-style-type: none"> <li>○ Empowers all staff to regularly collaborate with families to holistically address students’ needs and access supports and services as needed</li> <li>○ Monitors these processes to ensure all student needs are being met</li> <li>○ Serves as a model for others</li> </ul>



<b>III-C: Communication</b>	<b>Proficient</b>		
	<ul style="list-style-type: none"> <li> <b>Communication With Families:</b> Models, sets clear expectations for, and provides appropriate supports to educators regarding partnering with families through regular, two-way communication in a manner that is culturally and linguistically responsive, aligned with family preferences, and in approachable language and formats. Ensures access to high-quality translation and interpretation as needed.                     </li> </ul>		
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Exemplary</b>
	<p>Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g.,</p> <ul style="list-style-type: none"> <li>Does not set clear expectations or provide support for regular, two-way, culturally and linguistically responsive communication with families</li> <li>Allows for culturally insensitive or inappropriate communications to occur</li> <li>School-wide communicates are one-way or infrequent</li> </ul>	<p>Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g.,</p> <ul style="list-style-type: none"> <li>Provides inconsistent or limited supports for regular, two-way, culturally and linguistically responsive communication with families</li> <li>School-wide communications are primarily through one-way or inflexible formats</li> </ul>	<p>Consistently and significantly exceeds <i>Proficient</i> expectations, e.g.,</p> <ul style="list-style-type: none"> <li>Empowers all staff to engage in regular, two-way, culturally and linguistically responsive communication</li> <li>School-wide communications are consistently provided in multiple formats and respect and affirm different families' home languages, culture, and values.</li> <li>Frequently reflects on communication and makes modifications as necessary</li> </ul>



<b>III-D: Family Concerns</b>	<b>Proficient</b>		
	<ul style="list-style-type: none"> <li>• <b>Family Concerns:</b> Approaches concerns raised by family members in a timely, effective, and transparent manner by:                             <ul style="list-style-type: none"> <li>○ Ensuring accessible communication channels for families to raise concerns or advocate for change, including concerns about the administrator themselves.</li> <li>○ Proactively seeking out family feedback on initiatives and decisions, particularly those from historically marginalized communities.</li> <li>○ Including all appropriate stakeholders as part of the conversation.</li> <li>○ Working to ensure accountability and reach equitable solutions in the best interest of students, including taking responsibility for their own mistakes and escalating concerns as needed.</li> <li>○ Following up with stakeholders to articulate rationale for decisions and monitor how solutions are working for all parties.</li> </ul> </li> </ul>		
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Exemplary</b>
	<p>Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g.,</p> <ul style="list-style-type: none"> <li>○ Does not address most family concerns in a timely or effective manner</li> <li>○ Fails to provide systems or supports for staff to do the same</li> <li>○ Allows responses to be inconsistent or insufficient</li> <li>○ Resolutions are often not in the best interest of students</li> </ul>	<p>Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g.,</p> <ul style="list-style-type: none"> <li>○ Ensures most family concerns are addressed in a timely manner but demonstrates inconsistency in responsiveness</li> <li>○ Does not regularly and proactively seek out family feedback or ensure accessible communication channels</li> <li>○ May not reach equitable resolutions that are in the best interest of students</li> </ul>	<p>Consistently and significantly exceeds <i>Proficient</i> expectations, e.g.,</p> <ul style="list-style-type: none"> <li>○ Ensures all family concerns are addressed in a timely and effective manner</li> <li>○ Empowers staff to proactively seek out family feedback and respond as concerns arise</li> <li>○ Promotes collaborative problem-solving inclusive of all appropriate stakeholders that result in equitable solutions in the best interest of students</li> <li>○ Builds trust between stakeholders when concerns arise</li> </ul>





**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.*

**IV-A:  
Shared Vision  
& Commitment  
to High  
Standards**

**Proficient**

- **Shared Vision and Mission:** Continuously engages staff, students, families, and community members in developing and implementing a shared, equity-oriented educational vision and school mission grounded in high expectations for achievement, community engagement, and postsecondary success for all students.
  
- **School Goals:** Creates, monitors, and shares progress on focused, measurable, and equity-centered school goals aligned to the school’s mission by partnering with diverse stakeholders and conducting close analyses of disaggregated data from multiple sources of evidence, including:
  - Measures of student learning.
  - Feedback from staff, students, and families.
  - School culture and climate data.
  - Classroom observation and educator evaluation data.
  
- **Collaborative Decision-Making:** Plans and executes accessible, engaging, ongoing opportunities for collaboration with educators, staff, students, families, and community members that focus on matters of consequence to the school community and engage participants in thoughtful and meaningful contributions. Intentionally seeks out viewpoints from all communities represented in the school, particularly members of historically marginalized communities.

**Unsatisfactory**

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Does not engage stakeholders in the development or implementation of a shared vision, mission, or goals grounded in high expectations for all students

**Needs Improvement**

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Provides limited or irregular opportunities for stakeholder engagement in the development and implementation of the school’s vision, mission, and goals

**Exemplary**

Consistently and significantly exceeds *Proficient* expectations, e.g.,

- Routinely collaborates with staff, students, families, and community members to develop, implement, and internalize a shared, equity-oriented mission, and aligned goals
- Actively seeks out and centers perspectives from historically marginalized communities within the school



<b>IV-B: Communications</b>	<b>Proficient</b>		
	<ul style="list-style-type: none"> <li> <b>Communication Skills:</b> Uses two-way channels to communicate frequently and effectively with faculty, staff members, students, families, and community members in a manner that is culturally and linguistically responsive with a student-centered, asset-based focus.                     </li> </ul>		
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Exemplary</b>
	Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g., <ul style="list-style-type: none"> <li>Demonstrates ineffectual or culturally or linguistically unresponsive interpersonal, written, or verbal communication skills</li> </ul>	Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g., <ul style="list-style-type: none"> <li>Inconsistently demonstrates adequate interpersonal, written, and verbal communication skills</li> <li>Communicates frequently and responsively with some, but not all, members of the school community</li> </ul>	Consistently and significantly exceeds <i>Proficient</i> expectations, e.g., <ul style="list-style-type: none"> <li>Utilizes and models strong context and audience-specific interpersonal, written, and verbal communication skills.</li> <li>Is able to effectively convey rationale and/or connections to school and district goals when communicating with others</li> </ul>



<b>IV-C: Continuous Learning</b>	<b>Proficient</b>		
	<ul style="list-style-type: none"> <li>• <b>Reflective Practice:</b> Develops a culture of continuous, data-focused, growth-oriented reflection and adjustments to practice by:                             <ul style="list-style-type: none"> <li>○ Setting expectations for educators to reflect on the effectiveness of instruction and how one’s identities, biases, and practices impact student learning and well-being.</li> <li>○ Modeling this practice relative to their own leadership.</li> </ul> </li> </ul>		
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Exemplary</b>
	<p>Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g.,</p> <ul style="list-style-type: none"> <li>○ Does not provide adequate systems or supports for educators to reflect on their effectiveness and impact on student learning and well-being</li> <li>○ Does not use data to reflect on or make adjustments to their leadership practice</li> </ul>	<p>Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g.,</p> <ul style="list-style-type: none"> <li>○ Sets expectation for staff to use data to reflect on and make adjustments to practice but does not consistently monitor practices to ensure efficacy</li> <li>○ Provides inconsistent or limited supports to promote meaningful reflection or adjustments to practice</li> <li>○ Occasionally uses data to reflect on and makes adjustments to their own leadership practice</li> </ul>	<p>Consistently and significantly exceeds <i>Proficient</i> expectations, e.g.,</p> <ul style="list-style-type: none"> <li>○ Develops a school-wide culture of continuous, data-focused, growth-oriented reflection and adjustments to practice</li> <li>○ Empowers all staff to collaborate and share knowledge and skills to improve student learning and well-being</li> <li>○ Reflects on impact and adapts as necessary</li> <li>○ Serves as a model for others</li> </ul>



<b>IV-D: Managing Conflict</b>	<b>Proficient</b>		
	<ul style="list-style-type: none"> <li>• <b>Consensus Building:</b> Employs a variety of strategies to build consensus within the school community around critical school decisions.</li>   <li>• <b>Response to Disagreement and Conflict Resolution:</b> Responds to disagreement and dissent in ways that build trust, mitigate power dynamics, and repair harm, while maintaining a commitment to decisions that are in the best interest of promoting equity and advancing student well-being.</li> </ul>		
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Exemplary</b>
	Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g., <ul style="list-style-type: none"> <li>○ Does not respond to disagreement or dissent</li> <li>○ Does not address conflict in a solutions-oriented or culturally responsive manner</li> <li>○ Does not attempt or fails to build consensus within the school community</li> <li>○ May be driven by bias</li> </ul>	Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g., <ul style="list-style-type: none"> <li>○ Employs a limited range of strategies to resolve conflict and build consensus within the school community, with varying degrees of success</li> </ul>	Consistently and significantly exceeds <i>Proficient</i> expectations, e.g., <ul style="list-style-type: none"> <li>○ Models a variety of strategies to regularly achieve consensus within the school community around critical school decisions while encouraging dialogue and different points of view and maintaining a commitment to decisions in the best interest of all students</li> </ul>



## Glossary of Terms

**Academic Achievement:** Academic skills, knowledge, and identity (e.g., “I’m a scientist” vs “I’m doing science”) to meet or exceed grade-level or proficiency standards. ([Culturally Responsive Teaching and Leading](#))

**All Students:** This rubric frequently references “all students,” which represents *each and every student*, with particular focus on students who have been historically marginalized or underserved by our education systems, including but not limited to, those who identify as Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, English learners, LGBTQIA+ students, students experiencing homelessness and/or financial insecurity, and students who are undocumented.

**Anti-racist Teacher and Leader:** Believes racial groups are equals in all their differences and continually engages in self-reflective work that leads to educational policies, practices, conditions, and cultures that resist and dismantle inequities due to individual and systemic racism to advance racial equity. ([Guidelines for the Preparation of Administrative Leaders](#))

**Asset-Based:** Asset-based approaches intentionally build on the strengths and capacities that learners bring to school, including their languages, cultures and experiences versus deficit-based thinking that views differences as weaknesses.

**Bias:** A disproportionate weight that may be created intentionally or unintentionally in favor of or against an idea, thing, individual, or group. ([Guidelines for the Preparation of Administrative Leaders](#))

**Cultural Broker:** Individuals who act as bridges between schools and diverse families and collaborate with families to support the school’s goals to improve student achievement ([Massachusetts Family, School, and Community Partnership Fundamentals 2.0](#)).

**Cultural Competence:** Individuals’ affirmation in their own culture and identity and respect and understanding for different cultures and identities. ([Culturally Responsive Teaching and Leading](#))

**Culturally Responsive Practice:** Cultural responsiveness is an approach to viewing students’ culture and identity (including race, ethnicity, multilingualism, and other characteristics) as assets, and creating learning experiences and environments that value and empower them. ([Culturally Responsive Teaching and Leading](#))

**Culturally Relevant:** Aligned with and affirming to students’ cultures, backgrounds, and identities. Culturally relevant pedagogy promotes students’ academic achievement, cultural competence, and sociopolitical awareness ([Culturally Responsive Teaching and Leading](#))

**Curricular materials** are resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also called adopted or written curriculum, or instructional materials. ([Curriculum Matters](#))

**Curriculum:** a sequence of student learning experiences teachers facilitate using curricular materials as a foundation (not a script!); also called enacted or taught curriculum. ([Curriculum Matters](#))

**Equity:** Exists when one’s identity (including but not limited to race, gender, ethnicity, language, disability and ability) can no longer be used to predict social, economic, and educational outcomes. Enacting steps towards equity means ensuring that opportunities and supports to eliminate bias and structural barriers are operationalized at every level of the education system and society. ([Guidelines for the Preparation of Administrative Leaders](#))



**Evidence-based:** Practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented as supported by valid and reliable research. ([US Department of Education, Every Student Succeeds Act](#))

**Historically Marginalized Groups:** Groups and communities that systematically experience discrimination and exclusion (social, political, economic and financial) because of unequal power relationships across economic, political, social, and cultural dimensions. These groups include but are not limited to race, culture, language, LGBTQ+, gender, and ability. Significant disparities exist for marginalized people.

**High-quality Instructional Materials:** High-quality materials exhibit a coherent sequence of target skills and knowledge, empirical evidence of efficacy, and other characteristics such as engaging content and inclusive design. Some factors in quality are nonnegotiable, while others vary by context: for example, compatibility with a school's technology infrastructure or cultural relevance to its student population. ([Curriculum Matters](#))

**Inclusion:** Pursuing deliberate actions to create welcoming environments and ensure differences are actively sought and heard, and that every individual feels a sense of belonging and a role in impacting decision-making, practices, and policies.

**Linguistically Responsive:** Aligned with and affirming to students' and families' linguistic backgrounds and skills. This includes use of high-quality translation and interpretation, as well as translanguaging (see below). ([The Massachusetts Blueprint for English Learner Success](#))

**Restorative Practice:** A framework of processes that schools can use to prevent and address conflict and poor behavior, including, but not limited to, restorative circles, family group conferences, social and emotional learning, and informal practices such as affective questioning. Rather than implementing a program, restorative practices focus on building and maintaining healthy relationships among individuals and maintaining a sense of community. In the case of a disciplinary infraction, restorative practices allow individuals to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Through these practices, individuals come to understand how their behavior affected others, recognize that their behavior was harmful to others, move toward repairing the harm, and work on not repeating that behavior again. ([National Center on Safe and Supportive Learning Environments](#))

**Sociopolitical Awareness:** The ability to identify, analyze, and work to solve real-world problems by thinking critically and drawing conclusions about complex issues related to equity, identity, power, or bias. ([Culturally Responsive Teaching and Learning](#))

**Translanguaging:** The process whereby multilingual speakers utilize all of their languages as an integrated communication system to learn. ([The Massachusetts Blueprint for English Learner Success](#))

**Universal Design for Learning (UDL)** is intended to increase access and engagement in learning by reducing physical, cognitive, intellectual, and organizational barriers, and other obstacles. It includes providing learners with multiple means of engagement, representation, action and expression. ([MTSS Blueprint](#))