



MCCPS Board of Trustees

Personnel Committee Meeting

Published on October 5, 2022 at 3:01 PM EDT

Date and Time

Tuesday October 11, 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

Agenda

	Purpose	Presenter	Time
I. Opening Items			7:00 PM
Opening Items			
A. Call the Meeting to Order		Artie Sullivan	2 m
B. Record Attendance and Guests		Katie Sullivan	1 m
C. Approve Minutes	Approve Minutes	Katie Sullivan	5 m
	Approve minutes for Personnel Committee Meeting on September 12, 2022		
II. Old Business			7:08 PM
Personnel Committee			

	Purpose	Presenter	Time
A. Discussion of Presentation to Board HOS Annual Evaluation Part 1	Discuss	Artie Sullivan	20 m
B. HOS Evaluation Rubric	Discuss	Artie Sullivan	5 m
C. Personnel Committee Membership & Schedule	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.

III. New Business

IV. Action Items

7:35 PM

A. Review Action Items from Meeting	FYI	Katie Sullivan	5 m
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Review Action Items form meeting, including who is responsible, item to be completed and time frame for status report or completion.

V. Closing Items

7:40 PM

A. Adjourn Meeting	Vote	Artie Sullivan	5 m
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Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Personnel Committee Meeting on September 12, 2022



MCCPS Board of Trustees

Minutes

Personnel Committee Meeting

Date and Time

Monday September 12, 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

Committee Members Present

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

Committee Members Absent

None

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 Sep 12, 2022 at 7:01 PM.

B. Record Attendance and Guests

C. Approve Minutes

Katie Sullivan made a motion to approve the minutes from Personnel Committee Meeting on 05-09-22.

John Steinberg seconded the motion.

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

D. Approve Minutes

Katie Sullivan made a motion to approve the minutes from Personnel Committee Meeting on 04-11-22.

John Steinberg seconded the motion.

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

II. Old Business

A. Discussion of HOS Annual Goals

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

HOS Peter Cohen reported that Year 1 of this goal went well. There are adjustments to be made. The first early release day this week will be to review the Draft rubric with faculty to identify key areas. Increase number of peer observations this year. Teach Force program continues this year as well.

The committee suggests more definition of the measures/rubrics of Teach Force, and the Faculty Evaluations.

Goal 2: Implement the Criteria for Excellence & Portfolio System (Year two of two)

Final year for this goal. Working in connection with Academic Excellence committee. Some grade levels initiated Portfolios this year. All grade levels will do it this year. Older students to help younger students. Summer work was done on this. Guest presenter came in as well. This goal is in good shape starting off this year. Criteria for Excellence began after Parker School visit in 2020 (pandemic pause) Global Studies classes curriculum adjustments made and units are being developed. Committee suggest that delineation is needed to help define where the HOS goal is defined and where the AE committee role is defined.

Goal 3: Community Engagement

Aligned to BoT goal with an increased focus on committee membership. Creating a "Coffee Series" for Meet and Greet series Q & A's with various members of school, encouraging volunteerism and opportunities for a more CoOp feel that once existed

now that the pandemic is lessening. Curriculum night in October, Exhibition in November, Conferences in December, Concert in January, etc. at least one per month. Committee suggest that social media presence be pushed.

Goal 4: Facilities Oversight & Future Planning

Beginning to really address the maintenance issues at the school, especially those that have been long deferred, so that there is no major cost events at once. Engagement with an architect for future plans for the warehouse space for insulation, windows, and construction.

Committee suggests that perhaps trying a new Admin. position should be avoided given that the Admin. at school is heavy and the optics for teachers may be poor. Instead Development of a Capital Campaign toward this end may be a better goal.

Peter will make come edits based on feedback discussed in this meeting and he will email them out to us before the next Board meeting. We may respond to him individually, but may not discuss as a collective group email as per Open Meeting Law.

B. Personnel Committee Membership & Schedule

We need more members, especially a parent. We will also need a Board member to replace Artie as chair of this committee.

C. HOS Evaluation Process for SY 22-23

Board presentation for HOS Evaluation training TBD.

Draft in packet is the new rubric from the state that will be used next year.

Action item: Committee will take a look at the document and see if we want to make some edits to it to suit MCCPS. For the next meeting, we can begin a side by side comparison.

III. Action Items

A. Review Action Items from Meeting

Peter will consider feedback on HOS goals and edits will be emailed to committee members.

Artie will begin to look new Evaluation rubric from state for an old vs. new comparison.

IV. 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 8:00 PM.

Respectfully Submitted,

Katie Sullivan

Coversheet

Discussion of Presentation to Board HOS Annual Evaluation Part 1

Section: II. Old Business
Item: A. Discussion of Presentation to Board HOS Annual Evaluation Part 1
Purpose: Discuss
Submitted by:
Related Material: HOS Mid-cycle Evaluation Form, 22-23.docx

**Head of School
Mid-cycle
Review
2022/2023**

Goal(s)	Description	Not Started	Off Target	On Target
Professional Practice				
	•	<input checked="" type="checkbox"/>		
Comments	-			
School Improvement				
	•			
Comments	-			
Professional Practice				
	1.			
Comments				

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and school improvement.
Check one box for each goal.

Comments:

Coversheet

HOS Evaluation Rubric

Section: II. Old Business
Item: B. HOS Evaluation Rubric
Purpose: Discuss
Submitted by:
Related Material: admin-rubric-draft.pdf
HOS Evaluation Rubric, pre 22-23.docx



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 input¹ from educators, students, and families across Massachusetts on equity-centered practices that foster all students' academic achievement, cultural competence, and sociopolitical awareness.²

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 leadership³, 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.

¹ 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](#).

² 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.

³ 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
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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

Erin Hashimoto-Martell, Acting Associate Commissioner, Center for Instructional Support

Esther Jeong, Coordinator of Accountability Monitoring, Center for Educational Options

Elena McDermott, Research and Policy Analyst, Office of Planning and Research

Holly-Anne Neal, Special Education Systems Improvement Supervisor, Office of Special Education Planning and Policy

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

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.

I-A: Curriculum	Proficient		
	<ul style="list-style-type: none"> ● Curriculum Literacy: Demonstrates understanding of the characteristics and value of high-quality instructional materials and the curricula taught by educators in the building by: <ul style="list-style-type: none"> ○ 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. 		
	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"> ○ 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 	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"> ○ 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 	Consistently and significantly exceeds <i>Proficient</i> expectations, e.g., <ul style="list-style-type: none"> ○ 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
<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"> ○ Does not communicate an instructional vision ○ Does not ensure that instructional practices across classrooms and content areas reflect high expectations, are engaging, inclusive, or culturally responsive 	<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"> ○ May not effectively communicate an instructional vision that reflects high expectations for all students ○ Provides inconsistent or limited professional learning, feedback, or support for engaging, inclusive, and critical instructional practices 	<p>Consistently and significantly exceeds <i>Proficient</i> expectations, e.g.,</p> <ul style="list-style-type: none"> ○ 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



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"> ○ Provides inadequate support for the use of bias-free, purposeful assessment methods to monitor student progress and make data-informed adjustments 	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"> ○ 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 	Consistently and significantly exceeds <i>Proficient</i> expectations, e.g., <ul style="list-style-type: none"> ○ 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 ○ Serves as a model for others



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

I-E: Student Learning	<ul style="list-style-type: none"> Student Learning: 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.
	<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"> ○ Does not establish operational systems that ensure an inclusive, equitable, and safe learning community for all ○ Does not provide adequate training and supports to staff in promoting student health, safety, and well-being 	<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"> ○ 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 	<p>Consistently and significantly exceeds <i>Proficient</i> expectations, e.g.,</p> <ul style="list-style-type: none"> ○ 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 ○ Reflects on impact and adapts as necessary



II-B: Human Resources Management & Development	Proficient		
	<ul style="list-style-type: none"> ● Recruitment and Hiring: 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"> ○ Recruit and hire diverse and effective educators. ○ Examine recruitment and hiring policies and procedures to identify and eliminate bias. ● Induction, Professional Development, and Career Growth Strategies: Provides educators with access to, and monitors the impact of, differentiated professional learning opportunities, including: <ul style="list-style-type: none"> ○ Direct and ongoing induction and mentoring support to novice educators. ○ Professional learning differentiated by educators’ goals, strengths, and areas for growth. ○ Teacher-led professional learning and distributed leadership for effective educators. 		
	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"> ○ Does not implement formal processes for the recruitment and hiring of faculty and staff ○ Provides insufficient induction, development, or career growth supports to educators, as evidenced by an inability to reliably hire and retain diverse and effective educators 	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"> ○ 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 	Consistently and significantly exceeds <i>Proficient</i> expectations, e.g., <ul style="list-style-type: none"> ○ 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 ○ Monitors impact and adapts as necessary ○ Serves as a model for others

II-C: Law, Ethics, & Policies	Proficient		
	<ul style="list-style-type: none"> ● Laws and Policies: 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. ● Ethical Behavior: 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. 		
	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"> ○ Demonstrates lack of awareness or consistent non-compliance with laws and policies ○ Fails to adhere to ethical guidelines 	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"> ○ Demonstrates some understanding of laws and policies and ethical guidelines ○ Demonstrates inconsistency in compliance 	Consistently and significantly exceeds <i>Proficient</i> expectations, e.g., <ul style="list-style-type: none"> ○ Empowers staff to understand and consistently comply with laws, policies, and ethical guidelines ○ Models’ effective advocacy for changes to inequitable systems and policies, and empowers staff to do the same



II-D: Fiscal Systems	Proficient		
	<ul style="list-style-type: none"> ● School Budget: Develops an equity-centered school budget that: <ul style="list-style-type: none"> ○ Reflects data-informed decision-making for improved and more equitable learning outcomes for all students. ○ Is informed by input from a diverse range of stakeholders (including students, families, staff, and community members, and particularly those from historically marginalized communities). ○ Aligns with the district’s vision, mission, and goals. ○ Is communicated transparently to school community members ● Access to Resources: 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. 		
	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"> ○ Develops a budget that does not align with the district’s vision, mission, and goals ○ Inconsistently or inequitably manages expenditures and available resources ○ Does not communicate budget rationale to stakeholders 	<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"> ○ 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 ○ Does not effectively communicate budget rationale to stakeholders 	<p>Consistently and significantly exceeds <i>Proficient</i> expectations, e.g.,</p> <ul style="list-style-type: none"> ○ Collaborates with a diverse team to develop a budget and allocate resources in a manner that addresses the needs of all students ○ Seeks alternate funding sources as needed ○ Proactively communicates budget rationale to stakeholders ○ Reflects on impact and adapts as necessary ○ Serves as a model for others



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.

III-A: Engagement	Proficient		
	<ul style="list-style-type: none"> ● Family Engagement: Engages with families in a way that is culturally and linguistically responsive and collaborative by: <ul style="list-style-type: none"> ○ Working with staff and families (e.g., SEPAC, ELPAC, etc.) to identify and remove barriers to families’ involvement. ○ Providing a variety of frequent, inclusive, and culturally and linguistically responsive opportunities for all families to engage as partners in the school community. ○ 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. ○ Ensuring that families have equitable access to resources supporting teaching and learning. ● Community and Stakeholder Engagement: 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. 		
	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"> ○ Does little to engage families as partners in the school community or support staff to do so ○ Tolerates an environment that is unwelcoming to some families 	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"> ○ Demonstrates limited or inconsistent efforts to engage families as partners in the school community or support staff to do so ○ Does not consistently identify or remove barriers to families’ involvement 	Consistently and significantly exceeds <i>Proficient</i> expectations, e.g., <ul style="list-style-type: none"> ○ Empowers all staff to engage with families as partners ○ Actively engages stakeholders from the community in furthering the school’s mission and goals. ○ Analyzes and mitigates inequitable engagement patterns (e.g., through relationships with cultural brokers) ○ Reflects on impact and adapts as necessary ○ Serves as a model for others



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"> ○ Does not collaborate with families in culturally and linguistically responsive ways or ensure that all staff do so as well 	<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"> ○ Does not consistently monitor processes for collaboration with families to ensure all student needs are being met ○ May not effectively or equitably share resources and opportunities to inform school policies 	<p>Consistently and significantly exceeds <i>Proficient</i> expectations, e.g.,</p> <ul style="list-style-type: none"> ○ Empowers all staff to regularly collaborate with families to holistically address students’ needs and access supports and services as needed ○ Monitors these processes to ensure all student needs are being met ○ Serves as a model for others



III-C: Communication	Proficient		
	<ul style="list-style-type: none"> Communication With Families: 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. 		
	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"> Does not set clear expectations or provide support for regular, two-way, culturally and linguistically responsive communication with families Allows for culturally insensitive or inappropriate communications to occur School-wide communicates are one-way or infrequent 	<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"> Provides inconsistent or limited supports for regular, two-way, culturally and linguistically responsive communication with families School-wide communications are primarily through one-way or inflexible formats 	<p>Consistently and significantly exceeds <i>Proficient</i> expectations, e.g.,</p> <ul style="list-style-type: none"> Empowers all staff to engage in regular, two-way, culturally and linguistically responsive communication School-wide communications are consistently provided in multiple formats and respect and affirm different families' home languages, culture, and values. Frequently reflects on communication and makes modifications as necessary



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



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
<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ 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	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"> ○ Does not engage stakeholders in the development or implementation of a shared vision, mission, or goals grounded in high expectations for all students 	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"> ○ Provides limited or irregular opportunities for stakeholder engagement in the development and implementation of the school’s vision, mission, and goals 	Consistently and significantly exceeds <i>Proficient</i> expectations, e.g., <ul style="list-style-type: none"> ○ 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



IV-B: Communications	Proficient		
	<ul style="list-style-type: none"> Communication Skills: 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. 		
	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"> Demonstrates ineffectual or culturally or linguistically unresponsive interpersonal, written, or verbal communication skills 	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"> Inconsistently demonstrates adequate interpersonal, written, and verbal communication skills Communicates frequently and responsively with some, but not all, members of the school community 	Consistently and significantly exceeds <i>Proficient</i> expectations, e.g., <ul style="list-style-type: none"> Utilizes and models strong context and audience-specific interpersonal, written, and verbal communication skills. Is able to effectively convey rationale and/or connections to school and district goals when communicating with others



IV-C: Continuous Learning	Proficient		
	<ul style="list-style-type: none"> ● Reflective Practice: Develops a culture of continuous, data-focused, growth-oriented reflection and adjustments to practice by: <ul style="list-style-type: none"> ○ 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. ○ Modeling this practice relative to their own leadership. 		
	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"> ○ Does not provide adequate systems or supports for educators to reflect on their effectiveness and impact on student learning and well-being ○ Does not use data to reflect on or make adjustments to their leadership practice 	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"> ○ Sets expectation for staff to use data to reflect on and make adjustments to practice but does not consistently monitor practices to ensure efficacy ○ Provides inconsistent or limited supports to promote meaningful reflection or adjustments to practice ○ Occasionally uses data to reflect on and makes adjustments to their own leadership practice 	Consistently and significantly exceeds <i>Proficient</i> expectations, e.g., <ul style="list-style-type: none"> ○ Develops a school-wide culture of continuous, data-focused, growth-oriented reflection and adjustments to practice ○ Empowers all staff to collaborate and share knowledge and skills to improve student learning and well-being ○ Reflects on impact and adapts as necessary ○ Serves as a model for others



IV-D: Managing Conflict	Proficient		
	<ul style="list-style-type: none"> • Consensus Building: Employs a variety of strategies to build consensus within the school community around critical school decisions. • Response to Disagreement and Conflict Resolution: 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. 		
	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"> ○ Does not respond to disagreement or dissent ○ Does not address conflict in a solutions-oriented or culturally responsive manner ○ Does not attempt or fails to build consensus within the school community ○ May be driven by bias 	<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"> ○ Employs a limited range of strategies to resolve conflict and build consensus within the school community, with varying degrees of success 	<p>Consistently and significantly exceeds <i>Proficient</i> expectations, e.g.,</p> <ul style="list-style-type: none"> ○ 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



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](#))

Appendices: Resources to Support Effective Implementation

Appendix A. Standards and Indicators of Effective Head of School Leadership Rubric

Guide to Head of School Rubric

Rubrics – defined in state regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” ([603 CMR 35.02](#)) – are a critical component of the MCCPS Head of School Evaluation. Rubrics are designed to help administrators 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. This appendix contains the MCCPS Head of School Rubric based on the Massachusetts’s Department of Elementary and Secondary Education’s (ESE) Model.

Structure of the Head of School Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for all educators: *Instructional Leadership*; *Management and Operations*; *Family and Community Engagement*; and *Professional Culture*.
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are five Indicators in Standard I of the Head of School rubric including *Curriculum*, *Instruction*, and *Evaluation*.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*.

Use of the Head of School Rubric

This rubric describes administrative leadership practice. It is intended to be used throughout the 5 step evaluation cycle for the evaluation of the Head of School by the MCCPS Board of Trustees. This rubric can also be used by the Head of School for the evaluation of other staff, such as assistant Head of School, school business administrator, and director of special education.

The responsibilities of educators to whom this rubric will be applied may vary. ESE encourages educators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and elements that should be high priorities according to that administrator’s role and responsibilities as well as his/her professional practice, student learning, and school improvement goals. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p>A. Curriculum Indicator</p> <ol style="list-style-type: none"> 1. Standards-Based Unit Design 2. Lesson Development Support <p>B. Instruction Indicator</p> <ol style="list-style-type: none"> 1. Instructional Practices 2. Quality of Effort & Work 3. Diverse Learners' Needs <p>C. Assessment Indicator</p> <ol style="list-style-type: none"> 1. Variety of Assessments 2. Adjustment to Practice <p>D. Evaluation Indicator</p> <ol style="list-style-type: none"> 1. Educator Goals 2. Observations & Feedback 3. Ratings 4. Alignment Review <p>E. Data-Informed Decision Making Indicator</p> <ol style="list-style-type: none"> 1. Knowledge & Use of Data 2. School Goals 3. Improvement of Performance, Effectiveness, and Learning 	<p>A. Environment Indicator</p> <ol style="list-style-type: none"> 1. Plans, Procedures, and Routines 2. Operational Systems 3. Student Safety, Health, and Social and Emotional Needs <p>B. Human Resources Management & Development Indicator</p> <ol style="list-style-type: none"> 1. Recruitment & Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies <p>C. Scheduling & Management Information Systems Indicator</p> <ol style="list-style-type: none"> 1. Time for Teaching and Learning 2. Time for Collaboration <p>D. Law, Ethics & Policies Indicator</p> <ol style="list-style-type: none"> 1. Laws and Policies 2. Ethical Behavior <p>E. Fiscal Systems Indicator</p> <ol style="list-style-type: none"> 1. Fiscal Systems 2. Fundraising 	<p>A. Engagement Indicator</p> <ol style="list-style-type: none"> 1. Family Engagement 2. Community and Business Engagement <p>B. Sharing Responsibility Indicator</p> <ol style="list-style-type: none"> 1. Student Support 2. Family Collaboration <p>C. Communication Indicator</p> <ol style="list-style-type: none"> 1. Two-Way Communication 2. Culturally Proficient Communication <p>D. Family Concerns Indicator</p> <ol style="list-style-type: none"> 1. Family Concerns 	<p>A. Commitment to High Standards Indicator</p> <ol style="list-style-type: none"> 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings <p>B. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> 1. Policies and Practices <p>C. Communications Indicator</p> <ol style="list-style-type: none"> 1. Communication Skills <p>D. Continuous Learning Indicator</p> <ol style="list-style-type: none"> 1. Continuous Learning of Staff 2. Continuous Learning of Administrator <p>E. Shared Vision Indicator</p> <ol style="list-style-type: none"> 1. Shared Vision Development <p>F. Managing Conflict Indicator</p> <ol style="list-style-type: none"> 1. Response to Disagreement 2. Conflict Resolution 3. Consensus Building

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

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 instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Standards-Based Unit Design	Does not set the expectation that educators use effective strategies for ensuring development of well-designed standards-based units, provide adequate resources or support for this activity, and/or monitor or assess progress.	Provides limited training and/or support to educators to employ effective strategies such as backward designing for ensuring well-designed standards-based units and checks that educators engage in instructional planning. May sometimes monitor and assess progress and provide feedback.	Provides support and assistance to ensure that educators design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.	Empowers educators to create rigorous standards-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-2. Lesson Development Support	Does not state expectations for educators that they establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices.	Provides limited training to educators on how to establish effective strategies for well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed.	Supports educators to learn and establish effective strategies for ensuring 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 strategies to consistently develop 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.

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

Indicator I-B. Instruction: Ensures that 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.

I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Instructional Practices	Does not look for evidence of and/or cannot accurately identify ways that educators identify effective teaching strategies when observing practice and review unit plans..	While the Head of School may observe educators' practice and artifacts, s/he only occasionally looks for evidence that educators are identifying effective teaching strategies and practices when they observe practice and review unit plans.	While observing educators' practice and artifacts, ensures that educators identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.	While observing educators' practice and artifacts, ensures they know and employ effective strategies and practices for improving instructional practice. Is able to model this 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 uphold these expectations consistently. Is able to model this element.
I-B-3. Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify ways that educators identify effective teaching strategies and practices that are appropriate for diverse learners.	While the Head of School may observe educators' practice, s/he only occasionally looks for evidence that educators are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans.	While observing educators' practice, ensures they look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.	Employs strategies that ensure that educators know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

Indicator I-C. Assessment: Ensures that all educators facilitate practices and use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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 strategies.	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 educators 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 assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.
I-C-2. Adjustment to Practice	Does not encourage or facilitate educator teams to review assessment data.	Suggests that educator teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice.	Provides the resources for planning time and effective support for educators to review assessment data and identify appropriate interventions and adjustments to practice. Monitors educators' efforts and successes in this area.	Leads, plans, facilitates, and supports educator 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.

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all educators 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 educators.
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.

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support educators to develop professional practice, student learning and/or school improvement goals, review the goals for quality, and/or support educators in attaining goals.	Supports educators to develop professional practice, student learning and, where appropriate, school improvement goals but does not consistently review them for quality and/or monitor progress.	Supports educators to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, school improvement goals.	Supports educators to develop and attain meaningful, actionable, and measurable professional practice, student learning and school improvement goals and models this process through the Head of School's own evaluation process and goals. Is able to model this element.
I-D-2. Observations and Feedback	Rarely conducts classroom visits to observe educators practice and/or does not provide honest feedback to educators who are not performing proficiently.	Makes infrequent unannounced classroom visits to observe educator practice, rarely provides feedback that is specific and constructive for educators, and/or critiques struggling educators without providing support to improve their performance.	Typically makes at least five unannounced visits to classrooms per week 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 week to observe educator practice 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 <i>Proficient</i> . Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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 around this practice. Is able to model this 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 provides guidance to educators to make 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 around this practice. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

Indicator I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state and school assessment results and growth data, to inform school goals and improve organizational performance, educator effectiveness, and student learning.

I-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Knowledge and Use of Data	Relies on too few data sources to represent the full picture of school performance, and/or does not analyze the data accurately.	May work with educators to 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.	Supports educators in identifying a range of appropriate data sources and effectively analyzes the data for decision-making purposes.	Leads educators 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 educators. Is able to model this element.
I-E-2. School Goals	Gathers limited information on school strengths and weaknesses and/or does not use these data to inform school plans or actions.	Assesses school strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	Uses data to accurately assess school strengths and areas for improvement to inform the creation of focused, measurable school goals. Provides support to educators in their efforts to create focused, measurable learning goals.	Involves stakeholders in a comprehensive diagnosis of school 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-3. Improvement of Performance, Effectiveness, and Learning	Does not share assessment data with educators or provide them with resources and support to use data to make adjustments to learning plans, and/or model appropriate data analysis strategies.	Shares limited data with educators to identify student and/or educator subgroups that need support; provides limited assistance to educators in using data to improve performance.	Uses multiple data sources to evaluate educators and school performance. Provides educators with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support.	Uses multiple data sources to evaluate educators and school performance. Leads educators to disaggregate assessment data and assists them in identifying students who need additional 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.

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

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.

II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Plans, Procedures, and Routines	Does not organize the school effectively for orderly and efficient movement of students.	May establish plans, procedures, and routines to guide staff, 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 educators, 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-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.	Develops systems and procedures for the effective supervision and support of 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, staff, and students take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.
II-A-3. Student Safety, Health, and Social and Emotional Needs	Leaves student discipline largely up to educators to address on their own or totally delegates to an assistant. Often tolerates discipline violations and enforces the rules inconsistently.	May urge educators to demand good student behavior but allows varying standards to exist in different classrooms. Supervises and supports educators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences.	Demonstrates high expectations for student behavior and provides appropriate training for staff and educators 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 school-wide 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.

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

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.

II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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 and staff.	Leads the school's recruitment and hiring process and, through it, consistently identifies effective educators and staff who share the school's mission.	Consistently identifies effective educators and staff who share the school's mission. Empowers educators and staff members to share in a structured, consistent interview process. Is able to model this element.
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new staff, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited school-wide induction program for new staff and educators and/or inconsistently implements the school'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 staff and educators' career growth. Does not establish criteria for the awarding of leadership roles.	Develops school-based induction support for new staff and educators and/or consistently implements the school's induction strategy; organizes high-quality job-embedded professional development aligned with school goals; and supports the career growth of effective professional personnel by distributing leadership tasks, developing criteria for the awarding of leadership roles, and monitoring progress and development.	Facilitates the mentor-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with school goals; are consistently viewed by professional personnel as effective and helpful, and provide multiple opportunities for staff and educator growth and learning. Develops school criteria for the awarding of leadership roles. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

Indicator II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for educators.

II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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. Does little to minimize disruptions to instructional time and minimize disruptions and distractions for educators.	Creates a master schedule and related systems that set aside instructional time but does not effectively eliminate unnecessary interruptions to instruction.	Creates schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for educators; and consistently monitors the extent to which these systems are effective	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 educators to do the same. Is able to model this element.
II-C-2. Time for Collaboration	Sets unrealistic expectations for educator 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. Does not establish norms for the educator team meetings.	Sets inconsistent expectations for educator team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success. Norms for team behavior are unclear and/or not consistently practiced.	Sets expectations for educator team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with educators' ability to focus on the agenda during team time. Establishes norms for effective team behavior.	Is transparent and forthcoming about expectations for all team meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

Indicator II-D. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, MCCPS Board of Trustees policies, and ethical guidelines.

II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates and Board of Trustees policies.	May know state and federal laws and mandates and Board of Trustees policies, but inconsistently complies with some laws or policies.	Understands and complies with state and federal laws and mandates and Board of Trustees policies. Provides the resources and support to ensure school-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates and Board of Trustees policies. Is able to model this 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 all school personnel to reflect this practice.	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.

Indicator II-E. Fiscal Systems: Develops a budget that supports the school's vision, mission, and goals; allocates and manages expenditures consistent with school goals and available resources.

II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Fiscal Systems	Builds a budget that does not align with the school's goals or mismanages available resources.	Develops a budget that loosely aligns with the school's vision, mission, and goals or inconsistently manages expenditures and available resources.	Develops a budget that aligns with the school's vision, mission, and goals. Allocates and manages expenditures consistent with school goals and available resources.	Leads the Finance Committee to develop a school budget that aligns with the school's vision, mission, and goals with supporting rationale; uses budget limitations to create new opportunities for improvement, when possible; allocates and manages expenditures consistent with school goals; and seeks alternate funding sources as needed. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-2. Fundraising			Board and Head of School need to define Proficient performance for this element	

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

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.*

Indicator III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school and community.

III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	Does little to welcome families as members of the school community or tolerates an environment that is unwelcoming to some families.	May provide some resources and support and make some attempts to welcome families as members of the school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the classroom, school and community's effectiveness. Works with educators to identify and remove barriers to families' involvement, including families whose home language is not English.	Provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to classroom, school, and community effectiveness. Works with educators, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element.
III-A-2. Community and Business Engagement	Limits work to the immediate context of the school. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to school effectiveness.	Engages some community organizations, community members, and/or businesses in annual school events but does not make efforts to increase their involvement to maximize community contributions for school effectiveness.	Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for school effectiveness.	Establishes strategic partnerships with community organizations, community members, and businesses that improve school effectiveness. Works to increase the types and number of organizations with whom the school partners in order to deepen relationships and increase partner contribution. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

Indicator III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.

III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Student Support	Does not work with educators to identify student needs, does not work with educators to support 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 work with a limited number of families to address student needs, utilizing a limited set of resources.	Provides resources and support to enable educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with educators to support families to address student needs, utilizing resources within and outside of the school.	Provides resources and support to enable educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with educators to support 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-2. Family Collaboration	Does not set clear expectations or provide support for 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 for 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 resources to support educators to consistently and 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.

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.

III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	Does not set clear expectations for or provide support to educators to communicate with families. School communication regarding student learning and performance primarily occurs through school 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 communication regarding student learning and performance primarily occurs through school 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-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 them; 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-wide 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-wide 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.

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

Indicator III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.				
III-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family Concerns	Fails to provide systems and support for personnel to consistently reach out to families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	May provide systems and support to address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	Provides systems and support for educators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students.	Provides system and support for all school personnel to reach out to families proactively, as soon as concerns arise. Effectively reaches equitable solutions that satisfy families, educators, and staff and are in the best interest of students. Is able to model this element.

Standards and Indicators of Effective Administrative Leadership

Head of School Rubric

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 and educators.

Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, 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

IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement with the educators, and/or may demonstrate low expectations for educators and staff.	May ask educators for 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, for all educators, with high expectations for achievement for all.	Leads educators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with educator teams regularly. Is able to model this 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 guide the development of a succinct, results-oriented mission statement and ongoing decision-making.	Encourages staff and educators to work together to develop core values and mission statements, share these statements with families and the school community, and use them to guide decision making. Is able to model this element.

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IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-3. Meetings	Leads meetings that lack clear purpose and/or are primarily used for one-way informational updates.	May lead meetings that include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms.	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. Establishes clear norms for staff and educators behavior.	Plans and facilitates engaging meetings in which small groups of educators learn together and create solutions to instructional leadership issues. Staff and educators have established norms for behavior and consistently adheres to them. Consistently evaluates the effectiveness of the meetings. Is able to model this element.

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.

IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support educators and staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having diverse educators, staff, 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 educators, students and staff. Provides educators 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 educators, students and staff. Empowers educators 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.

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Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.				
IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.

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Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which educators are reflective about their practice and use student data, current research, best practices and theory to continuously adapt practice and achieve improved results. Models these behaviors in the administrator's own practice.

IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Continuous Learning of Staff	Accepts the practice of educators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among educators, and staff.	May encourage educators to reflect on the effectiveness of interactions with other educators and students and to use data and best practices to adapt practice but does not support educators in these practices.	Leads all educators to reflect on the effectiveness of interactions with other educators and students. Ensures that educators use data, research, and best practices to adapt practice to achieve improved results.	Models for educators how to reflect on the effectiveness of interactions with other educators and students and uses data, research, and best practices to adapt practice 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-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 efficiency and practice.	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.

Indicator IV-E. 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 a responsible citizen and global contributor.

IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Vision Development	Does little to 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 educators, 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 educators, 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 educators, 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.

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Indicator IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout the school community.

IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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 this practice for the educators and staff.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Provides professional development for the educators and staff to build these conflict resolution strategies. Is able to model this element.
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. Models this behavior for the educators and staff.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers and supports educators and staff to use these approaches. Is able to model this element.
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.

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