Massachusetts Model System for Educator Evaluation

DRAFT SCHOOL LEVEL ADMINISTRATOR RUBRIC
June 2018 Refinements

Guide To School-Level Administrator Rubric

DRAFT School Level Administrator Rubric: 2018 Proposed Refinements

June 2018

Dear Educators,

We are excited to share with you the following draft school level administrator rubric for your consideration. The Model School Level Administrator Rubric was first introduced in January 2012. Since then, it has been adopted or adapted by over 90 percent of Massachusetts school districts.

The model rubric was never intended to be a static document, and ESE has spent the past six years learning about its use in districts throughout the Commonwealth. Informed by feedback from principals and district leaders as well as recent shifts in instructional approaches related to social-emotional learning, revisions to the state curriculum frameworks, and updated regulatory language related to the Student Learning Indicator, ESE partnered with teachers, principals, and district leaders to conduct a comprehensive study of the rubric during the 2017-18 school year. This draft rubric is the result of this partnership and includes proposed refinements that do the following:

- improve exemplary descriptors,

- streamline redundant content,

- illuminate social-emotional learning competencies within existing rubric language,

- align practices embodied in the MA curriculum frameworks to rubric elements, and

- integrate the Student Learning Indicator and associated elements.

How to read the draft rubric and understand the proposed refinements. The proposed refinements fall into five categories:

• **BLUE FONT** reflects refinements to the Exemplary descriptor (and corresponding Proficient descriptor updates, when necessary).

• **GREEN FONT** reflects refinements that remove or clarify redundant content.

• **RED FONT** reflects refinements that align existing rubric descriptors to social-emotional learning competencies.

• **PURPLE FONT** reflects refinements that align rubric descriptors to key instructional practices embedded in the Massachusetts curriculum frameworks.

• **ORANGE FONT** reflects refinements that integrate the Student Learning Indicator regulatory language.

More information about each category and the corresponding refinements can be found here: http://www.doe.mass.edu/edeval/sprating/rubricproject/refinements/.

What remains the same? While there are revisions to the rubric, careful attention was paid to ensure that these refinements strengthen the rubric's utility, making it more relevant and more actionable for both administrators and their evaluators. The structure of the rubric also remains the same: there are four Standards of Effective Practice, 20 Indicators, and corresponding elements with descriptions of practice along four performance levels. Finally, the vertical and horizontal alignment of the rubric also remain intact, with careful attention paid to ensuring close alignment to practices described in the Classroom Teacher Rubric, and ensuring that the quality, scope and consistency of practice continues to drive the progression from Unsatisfactory through Needs Improvement, Proficient, and Exemplary.

How can I share my feedback on these draft refinements with ESE? ESE is collecting feedback on the proposed refinements throughout in June and July of 2018. Whether part of a pilot school or district or not, you may share your input here: https://www.surveygizmo.com/s3/4409794/2018-Administrator-Rubric-Feedback-Survey. Your feedback will directly inform updates to the model rubric as ESE works to finalize refinements and release the new Model School Based Administrator Rubric in Summer 2018.

Thank you.

Guide To School-Level Administrator Rubric

Rubrics – defined in the 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 Massachusetts educator evaluation framework and are required for every educator. 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. This appendix contains the ESE Model School-Level Administrator Rubric.

Structure of the School-Level Administrator Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for administrators: *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 School Administrator 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 School-Level Administrator Rubric

This rubric describes administrative leadership practice at the school level. It is intended to be used throughout the 5 step evaluation cycle for the evaluation of principals by the superintendent (or the superintendent's designee). The rubric can also be used in the evaluation of other school based leaders (such as assistant principals, department heads, deans, etc.) by the principal or other district administrator.

The responsibilities of administrators to whom this rubric will be applied may vary. ESE encourages administrators 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, administrators and evaluators have gathered and shared a reasonable amount of evidence **related to practice in all four Standards, sufficient to support a rating for each Standard. Evaluators may request additional evidence as needed.**

Guide To School-Level Administrator Rubric

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum Indicator 1. Standards-Based Unit and Lesson Support 2. Lesson Development Support	**A. Environment Indicator** 1. Operational Systems and Routines 2. Social Emotional Well-Being 3. Student Health and Safety	**A. Engagement Indicator** 1. Family Engagement 2. Community and Stakeholder Engagement	**A. Commitment to High Standards Indicator** 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
B. Instruction Indicator 1. Student Engagement 2. Quality of Effort & Work 3. Meeting Diverse Needs	**B. Human Resources Management & Development Indicator** 1. Recruitment & Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies	**B. Sharing Responsibility Indicator** 1. Student Support 2. Family Support 2. Family Collaboration	**B. Cultural Proficiency Indicator** 1. Policies and Practices
C. Assessment Indicator 1. Variety of Assessment Methods 2. Adjustments to Practice	**C. Scheduling & Management Information Systems Indicator** 1. Time for Teaching and Learning 2. Time for Collaboration	**C. Communication Indicator** 1. Two-Way Communication 1. Culturally Proficient Communication	**C. Communications Indicator** 1. Communication Skills
D. Evaluation Indicator 1. Educator Goals 2. Observations & Feedback 3. Student Learning Measures 4. Ratings and Alignment	**D. Law, Ethics & Policies Indicator** 1. Laws and Policies 2. Ethical Behavior	**D. Family Concerns Indicator** 1. Family Concerns	**D. Continuous Learning Indicator** 1. Continuous Learning of Staff 2. Continuous Learning of Administrator
E. Data-Informed Decision Making Indicator 1. Data-Informed Decision Making 2. School and District Goals 3. Improvement of Performance, Effectiveness, and Learning	**E. Fiscal Systems Indicator** 1. Fiscal Systems		**E. Shared Vision Indicator** 1. Shared Vision Development
F. Student Learning Indicator			**F. Managing Conflict Indicator** 1. Response to Disagreement and Conflict Resolution 2. Conflict Resolution 2. Consensus Building

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

Indicator I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.			
I-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
I-A-1. Standards-Based Unit and Lesson Support	Does not set the expectation that educators plan standards-based units of instruction, provide adequate resources/instructional materials or support for this activity, and/or monitor or assess progress.	Gives educators resources on how to use a backward design approach to planning standards-based units comprised of well-structured lessons aligned to state standards/local curricula, but inconsistently checks to ensure that teachers engage in instructional planning, and/or does not consistently provide planning support or feedback.	**Provides support and assistance for educators and teams to use a backward design approach to plan standards-based units comprised of well-structured lessons that include challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula. Frequently monitors and assesses progress, providing feedback as necessary.**	Empowers and provides opportunities for all educators to collaboratively plan and/or create standards-based units of instruction that are (a) aligned across grade levels and content areas; and (b) comprised of interconnected, well-structured lessons with challenging tasks and measurable objectives; appropriate student engagement strategies, pacing, sequence, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula. Continually monitors and assesses progress, provides feedback, and identifies and shares exemplars. Models this practice for others.

Indicator I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-2. Lesson Development Support	Does not state expectations for the development of well-structured lessons, provide support to educators, and/or discriminate between strong and weak lesson-planning practices.	Provides limited training to educators on how to develop well-structured lessons and/or does not consistently address patterns of weak lesson development practices.	**Supports educators to plan well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping to meet the needs of each learner. Provides feedback on lessons and follows up with educators when appropriate.**	Empowers and provides opportunities for educators to collaborate on planning a series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping to meet the needs of all learners, and identifies specific exemplars and resources in each area. Provides feedback on lessons and follows up with educators when appropriate. Models this practice for others.

Indicator I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Student Engagement Instructional Practices	Does not look for evidence of and/or cannot accurately identify or provide feedback on more than a few effective instructional practices that are likely to motivate and engage students.	While observing practice and reviewing unit and/or lesson plans, occasionally looks for evidence of or provides feedback on instructional practices that are likely to motivate and engage students.	**While observing practice and reviewing unit and/or lesson plans, regularly provides quality feedback on the use of effective, high-leverage instructional practices that are likely to motivate and engage most students in the content of the lesson.**	Through observing practice, reviewing unit and/or lesson plans, and consistently providing quality feedback, ensures that all teachers know and employ effective instructional practices that motivate and engage all students both during the lesson and independent work. Models this practice for others.

Indicator I-B.	Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.			
I-B. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of instruction and student work and the effort required to produce it, or expectations are inappropriate.	Sets high expectations for the quality of instruction and student work, and the perseverance and effort required to produce it, but allows expectations to be inconsistently applied across the school; may establish inappropriately low expectations for quality of instruction and/or student work.	**Defines high expectations for the quality of instruction, student work, and the perseverance and effort required to produce it; supports all educators to uphold these expectations for all students.**	Defines and models high expectations for the quality of instruction and student work, and the perseverance required to meet these expectations. Empowers educators and students to uphold these expectations throughout the school, and provides quality feedback to all staff, especially those who are not meeting expectations.
I-B-3. Meeting Diverse Needs Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify more than a few effective inclusive practices that are appropriate for diverse learners.	While observing practice and reviewing unit and/or lesson plans, occasionally looks for evidence of or provides feedback on the use of inclusive practices that are appropriate for diverse learners.	**While observing practice and reviewing unit and/or lesson plans, regularly provides quality feedback to teachers on the use of appropriate inclusive practices, such as tiered supports and scaffolded instruction, that accommodate differences in students' learning needs, abilities, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.**	Through observing practice, reviewing unit and/or lesson plans, and consistently providing quality feedback, ensures that all teachers know and employ a variety of appropriate inclusive practices to address specific differences in students' learning needs, abilities, interests, and levels of readiness, creating structured opportunities for students to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others.

Standards and Indicators of Effective Administrative Leadership

School-Level Administrator Rubric

Indicator I-C.	Assessment: Ensures that all teachers 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 Assessment Methods	Does not communicate or monitor a strategy for assessments, leaving it up to educators to design and implement their own assessments.	Provides educators with some informal and/or formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments, but does not monitor this practice.	**Supports educator teams to use a variety of informal and formal assessment methods, including common interim assessments that are aligned across grade levels and subject areas, to measure each students' learning, growth, and progress toward achieving state/local standards. Monitors the use of these assessment methods throughout the school.**	Empowers educator teams to design and administer a comprehensive system of informal and formal assessments, including common interim assessments that are aligned across grade levels and subject areas, to accurately measure each student's learning, growth, and progress toward achieving state/local standards. Monitors the use of these assessment methods throughout the school. Models this practice for others.
I-C-2. Adjustments to Practice	Does not encourage or facilitate teams to review assessment data.	Suggests that teams meet to review assessment data in order to adjust practice and identify appropriate interventions, but inconsistently monitors this practice.	**Provides regular planning time and effective support for educator teams to organize and analyze results from a variety of assessments to determine progress toward anticipated student learning gains and use findings to adjust practice and identify and/or implement appropriate interventions and enhancements for students. Provides feedback and monitors educators' efforts and successes in this area.**	Empowers teams of educators—both within and across grade levels—to organize and analyze results from a variety of assessments regularly throughout the year in order to determine progress toward anticipated student learning gains and use findings to adjust practice by (a) implementing appropriate differentiated interventions and enrichments for all students, and (b) making appropriate modifications to lessons and units. Discusses efforts and successes in this area with both individuals and teams, provides feedback when appropriate, and shares effective practices with others.

Indicator I-D.	Evaluation: Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:
	1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals.
	2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.
	3. Exercises sound judgment in assigning ratings for performance.
	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 and/or student learning goals, review the goals for quality, and/or support educators in attaining goals.	Supports educators and educator teams to develop professional practice and student learning goals but does not consistently review them for quality and/or monitor progress.	**Supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals. Encourages alignment to district and school improvement goals. Regularly monitors and supports progress.**	Consistently supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals that align to district and school improvement goals and priorities. Facilitates their progress through a variety of methods and shares best practices and success with the school community. Models this process through the leader's own evaluation process.
I-D-2. Observations and Feedback	Observes educators only in formal observation visits and/or does not provide quality feedback to educators who are not performing proficiently.	Makes infrequent unannounced visits to classrooms, rarely provides feedback that is specific, timely, or actionable, and/or critiques struggling educators without providing support to improve their performance.	**Typically makes at least two unannounced visits to classrooms every day and provides content aligned, high quality feedback (specific, timely, actionable) to all educators; feedback reinforces effective practice and provides clear next steps and support for improvement from one performance level to the next.**	Makes multiple unannounced visits to classrooms every day and provides content aligned, high quality feedback (specific, timely, actionable) to all educators. Regularly engages with educators in conversations to reinforce effective practice. Provides clear next steps and support for improvement from one performance level to the next, as well as subsequent monitoring and follow up observation. Celebrates and shares effective practices and strategies with staff. Models this practice for others.

I-D-3. Student Learning Measures	Supports fewer than half of educators in the identification of appropriate measures and anticipated student learning gains for use in the evaluation process.	Supports most educators to identify appropriate measures during development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures, but does not consistently review them for quality and/or monitor progress.	**Supports all educators to identify appropriate measures of student learning during development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures. Encourages alignment to school and district learning goals. Regularly monitors and reviews them for quality.**	Supports all educators to identify and evaluate appropriate measures of student learning during the development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures. Ensures that measures are aligned to school and district learning goals, and provides clear next steps for improving quality of measures. Models this process through the leader's own evaluation.
I-D-4. Ratings and Alignment	Assigns performance ratings without sufficient or appropriate evidence related to the Standards of Effective Teaching; fails to appropriately review the alignment between judgments of practice and student performance data, and/or does not assign ratings for some educators.	Assigns performance ratings that reflect evidence of practice related to the Standards of Effective Teaching, and occasionally reviews alignment between judgment about practice and student performance data; but evidence is incomplete or insufficient for some educators, and/or the process is not consistently transparent to educators.	**Exercises sound and reliable judgment in assigning performance ratings related to the Standards of Effective Teaching that reflect evidence of practice, impact on student learning, student feedback, and goal attainment for all educators; consistently reviews alignment between judgments of practice and student performance data; ensures that educators understand why they received their ratings.**	Exercises sound and reliable judgment in assigning performance ratings related to the Standards of Effective Teaching that reflect evidence of practice, impact on student learning, student feedback, and goal attainment for all educators. Ensures that educators understand in detail why they received their ratings, provides clear next steps for all educators to further develop their instructional practice, and monitors the implementation of those strategies over time. Regularly calibrates judgments of practice with peers to ensure consistency of ratings across a school or district. Models this element for others.

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

I-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Data-Informed Decision Making	May rely on and communicate a few data sources related to student learning when making decisions, but data is insufficient and/or analyses of the data is inaccurate.	Identifies multiple sources of evidence related to student learning to assess the school's strengths and areas for improvement, but these data are not fully comprehensive and/or analysis of the data is sometimes inaccurate. Uses appropriate data to make some but not all decisions related to organizational performance, educator effectiveness, and/or student learning.	**Uses multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, and school culture and climate information, to accurately assess and communicate the school's strengths and areas for improvement. Regularly uses this data to make informed decisions related to organizational performance, educator effectiveness, and student learning.**	Leads educators in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, and school culture and climate information, to accurately assess and communicate the school's strengths and areas for improvement. Regularly uses this data to make informed decisions about and monitor progress in organizational performance, educator effectiveness, and student learning. Models effective data-informed decision making for others.
I-E-2. School and District Goals	Creates school goals based on limited or inaccurate information on the school's strengths and weaknesses, and/or does not create school goals.	Creates and monitors school goals using some evidence-based assessments of organizational performance, educator effectiveness, and student learning, but data are not carefully analyzed and/or insufficient.	**Involves stakeholders in creating focused, measurable school goals using evidence-based assessments of organizational performance, educator effectiveness, and student learning that will elevate both school and district effectiveness. Regularly monitors and shares progress.**	Facilitates stakeholders in the creation of measurable, results-oriented school goals using evidence-based assessments of organizational performance, educator effectiveness, and student learning that will elevate both school and district effectiveness. Empowers teacher leaders to contribute their voice, ownership, and leadership in implementation and monitoring of annual goals. Models this practice for others.

I-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-3. Improvement of Performance, Effectiveness, and Learning	Does not share assessment data with faculty, use data to make adjustments to school plans, and/or model appropriate data analysis strategies	Shares limited data with faculty to identify student and/or educator subgroups that need support; provides limited assistance to educator teams in using data to improve performance.	**Uses multiple data sources to evaluate educator and school performance. Provides educator teams with disaggregated assessment data and assists faculty in identifying students who need additional support.**	Leads teams to disaggregate data and identify individuals or groups of students who need support. Empowers educators to use a range of data sources to pinpoint areas for their own and schoolwide improvement. Models this practice for others.

Indicator I-F.	**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.**

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

Indicator II-A. **Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.**

II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Operational Systems and Routines	Does not organize the school effectively for orderly and efficient movement of students. Inadequately coordinates or supports auxiliary services so that the campus is not generally clean, attractive, welcoming and/or safe.	Establishes operational systems, procedures, and routines but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient. Provides inconsistent coordination of or support to auxiliary services, such that the campus is not consistently clean, attractive, welcoming and/or safe.	**Establishes operational systems, procedures, and routines that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Coordinates and supports custodial/maintenance workers, transportation staff, clerical and administrative assistants, food service workers, and other staff effectively. Ensures the campus is clean, attractive, welcoming, and safe.**	Establishes operational systems, procedures, and routines that empower students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; and cultivates a school environment in which all staff and students take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Regularly assesses the effectiveness of these systems, procedures, and routines, and makes adjustments when appropriate. Models this practice for others.
II-A-2. Social Emotional Well Being	Does not provide training or support to staff in developing age appropriate social emotional competencies in students. Does not utilize partnerships to address student needs in a proactive or systemic way.	Provides training and/or support to assist staff in developing age-appropriate social emotional competencies in students (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), but training is inconsistent and/or insufficient. Sometimes uses partnerships with outside agencies to address student needs.	**Provides training and supports to assist staff in developing age-appropriate social emotional competencies in students (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) through academic and non-academic means. Fosters and utilizes partnerships with outside agencies and organizations to address student needs in a proactive and systematic way.**	Cultivates a school-wide commitment to developing age-appropriate social emotional competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) in all students by providing appropriate training, supports, and resources. Fosters and utilizes partnerships with outside agencies and organizations to address student needs in a proactive and systematic way. Assesses progress using student and staff feedback and other data sources and makes adjustments as necessary.

II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3. Student Health and Safety	Leaves student discipline largely up to teachers to address on their own or totally delegates to an assistant. Often tolerates discipline violations, bullying, and other unsafe behaviors, and/or enforces the rules inconsistently.	Sets some expectations for student behavior and encourages staff to reinforce these expectations, but allows varying standards to exist and/or expectations are inconsistently enforced. Addresses student discipline and bullying matters on a case-by-case basis.	**Defines high expectations for student behavior and provides appropriate training for staff to uphold these expectations. Establishes schoolwide routines, policies, and systems that (a) foster a safe and supportive school environment for all students, and (b) prevent and appropriately address bullying and other unsafe behaviors in a developmentally appropriate way that allows students to grow from these experiences. Checks for implicit and explicit bias in decision-making procedures.**	Defines and celebrates high expectations for student behavior and empowers staff and students in upholding these expectations. Successfully implements appropriate schoolwide routines, policies, and systems that (a) support a safe and supportive school environment for all students, (b) prevent and appropriately address bullying and other unsafe behaviors in developmentally appropriate ways, and (c) create opportunities for students to take an active role in preventing behaviors that interfere with learning, allowing all students to grow from these experiences. Checks for implicit and explicit bias in decision making procedures. Models this practice for others.

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, Hiring, Strategies	Does not lead the recruitment and hiring process, or leads a recruitment and hiring process that does not result in effective educators.	Leads the recruitment and hiring process but does not consistently identify effective educators that meet the learning needs of the school's students.	**Leads the school's recruitment and hiring process and, through it, consistently identifies effective educators who share the school's mission and will meet the learning needs of the school's students. Involves faculty members in a structured, consistent interview process.**	Designs and implements a system for recruiting and hiring effective educators who share the school's mission, core values, and meet the learning needs of the school's students. Uses data to identify priority areas of need, works with educator preparation providers to identify and prepare effective candidates for potential employment in the school or district, and empowers faculty members to participate in and, when appropriate, lead a structured, consistent interview process. Models this practice for others.
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new teachers, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited school-based induction program for new teachers and/or inconsistently implements the district's induction strategy; organizes professional development that is not consistently high quality, job-embedded, or aligned with goals; and/or does not consistently support effective educators' career growth.	**Develops school-based induction support for new teachers and/or faithfully implements the district's induction strategy; organizes high-quality professional development that includes job-embedded and teacher-led learning opportunities and is aligned with school and educator goals; and supports the career growth of effective educators by distributing leadership opportunities and monitoring progress and development.**	Supports the growth of all educators throughout the career continuum by ensuring effective implementation of comprehensive induction supports for new teachers; providing regular, high-quality professional development to all teachers that elevates practice in support of both school and educator goals; and strategically distributing leadership opportunities to staff. Differentiated career growth opportunities are consistently viewed by educators as effective and valuable. Models this practice for others.

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

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.	Creates a master schedule and related systems that prioritize instructional time but do not effectively eliminate unnecessary interruptions to instruction.	**Creates and maintains a master schedule and related systems and practices that maximize blocks of uninterrupted instructional time across all content areas and eliminate unnecessary interruptions to instruction.**	Creates and maintains a master schedule and related systems and practices that maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction, such that all students have a well-rounded academic experience. Makes adjustments to the schedule based on student data to meet the needs of all students. Empowers staff to maximize time on learning and minimize disruptions in their classrooms. Models this practice for others.
II-C-2. Time for Collaboration	Sets unrealistic expectations for team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities.	Sets inconsistent expectations for team meetings and/or creates a schedule that only provides adequate meeting time for professional collaboration. Prevents some but not all distractions and/or time wasting activities.	**Sets expectations for team meetings and creates a schedule that provides sufficient time for all teams to collaborate around instructional practice and student learning. Prevents or deflects activities that prevent staff from meaningful collaboration during team time.**	Is transparent and forthcoming about expectations for all team meetings. Creates and implements a schedule that maximizes time for professional collaboration among all staff focused on instructional practices and student learning. Uses effective mitigation strategies to remove barriers to meaningful collaboration. Models this practice for others.

Indicator II-D. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

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, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements but inconsistently complies with some laws or policies.	**Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements.**	Both individually and with staff, invests time and support in understanding and complying with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Models this practice for others.
II-D-2. Ethical Behavior	Demonstrates poor professional judgment, fails to adhere to the school or district code of ethics, and/or does not adequately protect student, family, and/or staff confidentiality.	Sometimes demonstrates questionable professional judgment reflecting integrity and fairness or insufficient knowledge of the school or district's existing code of ethics; and/or does not always protect student, family, and/or staff confidentiality appropriately.	**Consistently demonstrates sound, professional judgment reflecting integrity and fairness; adheres to school and/or district's existing code of ethics; protects student, family, and staff confidentiality appropriately; and expects staff to do all as well.**	Models sound, professional judgment reflecting integrity and fairness; adheres to school and/or district's existing code of ethics; and protects student, family, and staff confidentiality appropriately. Effectively supports all staff to do the same.

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

II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Fiscal Systems	Builds a budget that does not align with the district's goals or mismanages available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals or inconsistently manages expenditures and available resources.	**Uses data to develop a school-wide budget that aligns with the district's vision, mission, and goals. Allocates, manages, and justifies expenditures consistent with district/school-level goals and available resources.**	Consistently leads a team to evaluate multiple years of available data and develop a comprehensive and school-wide budget that aligns with the district/school's vision, mission, and goals with supporting rationale. Allocates, manages, and justifies expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Models this practice 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.*

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

III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	Does little to welcome families as members of the classroom or school community or tolerates an environment that is unwelcoming to some families.	Makes some attempts to welcome families as members of the classroom and school community but does not consistently use culturally responsive practices and/or work to identify and remove barriers to family involvement.	**Uses culturally responsive practices and communication strategies to ensure that all families are welcome and can contribute to the classroom, school and community's effectiveness. Works with staff to identify and remove barriers to families' involvement, including but not limited to families who do not have access to technology, or whose home language is not English.**	Successfully engages families through culturally responsive practices and communication strategies that ensure all families are welcome and can contribute to classroom, school, and community effectiveness. Works with staff, families, and organizations to identify and create opportunities for family involvement and remove barriers, including but not limited to families who do not have access to technology, or whose home language is not English. Models this practice for others.
III-A-2. Community and Stakeholder 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 either individually or through district initiatives and partnerships. Engages them to increase their involvement to maximize community contributions for school effectiveness.**	Establishes strategic partnerships-- either individually or through district initiatives and partnerships-- with community organizations, community members, and businesses to improve school effectiveness. Continually works to strengthen and/or expand partnerships with organizations in order to deepen relationships and increase partner contributions. Models this practice for others.

Indicator III-B.   Sharing Responsibility: Continuously collaborates with families to support student learning and development both at home and at school.

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 families to address student needs, and/or does not draw upon internal or external resources.	Supports educators to identify students struggling academically or behaviorally and/or works with a limited number of families to address student needs; utilizes some but not all available resources within and outside of the school.	**Supports educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners, and collaborates with families to address student needs, utilizing resources within and outside of the school.**	Models for educators how to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners, and communicate those needs to families with an asset based approach. Collaborates with families to effectively address student needs and improve academic and social emotional well being by connecting students with a network of resources within and outside the school. Follows up with staff to ensure students' needs are being addressed.
III-B-2. Family Collaboration	~~Does not set clear expectations for or provide support to educators to regularly communicate with families on ways to support their children's learning at home and at school.~~	~~Sets general expectations and provides occasional support to educators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.~~	~~**Sets clear expectations for and supports educators to regularly engage families with suggested strategies to support student learning and behavior at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.**~~	~~Sets clear expectations and provides differentiated support to educators to ensure that they regularly engage all families with effective strategies to support their children's learning and behavior at school and home, including appropriate adaptation for students with disabilities or limited English proficiency. Models this practice for others.~~

III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-2. Family Support	Does not work to ensure that families understand and/or can engage in school-based policies, resources, and routines that ensure student learning and achievement, and/or does not set expectations regarding how specialized support staff should partner families in accessing relevant support services, either within our outside of school.	Supports families to understand school-based policies, resources, and routines that ensure student learning and achievement, including but not limited to parent/teacher organizations, child study/intervention teams, IEP referral processes, and student attendance policies. Sets general expectations regarding how specialized support staff should partner with families in accessing support services, but does not consistently monitor these activities.	**Supports families in understanding district and school-based policies and resources that ensure student learning and achievement. This includes but is not limited to parent teacher organizations, child study/intervention teams, IEP referral processes, and student attendance policies. Sets 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.**	Ensures that families understand and feel supported to engage in district and school-based policies, resources, and routines that ensure student learning and achievement, including but not limited to parent/teacher organizations, child study/intervention teams, IEP referral processes, and student attendance policies. Empowers specialized support staff to develop and implement a comprehensive strategy to partner with families in accessing support services within and outside of school, and follows up with families to ensure all needs are being met.

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

III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communica-tion	Does not set clear expectations for or provide support to educator to communicate with families. School and classroom communication regarding student learning and performance primarily occurs through report cards.	May set expectations for and provide limited support to educators to communicate with families but does not stress the importance of two-way communication channels. School and classroom communication regarding student learning and performance primarily occurs through newsletters and other one-way media	**Sets clear expectations for and provides support to educators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports educators to maximize the number of face-to-face family/teacher interactions.**	Sets clear expectations for and provides differentiated support to ensure that all educators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Models this practice for others
III-C-1. Culturally Proficient Communica-tion	Does not set expectations for or provide support to educators regarding regular or culturally sensitive communication with families, and/or allows culturally insensitive, inappropriate or disrespectful communication with families to occur. School and classroom communication regarding student learning and performance occurs primarily through report cards.	May set expectations for educators regarding regular and culturally sensitive communication with families, but does not provide appropriate supports to educators, and/or occasionally communicates in ways that are culturally insensitive to some families' home language, cultures, and values. School and classroom communication regarding student learning and performance primarily occurs through newsletters and other one-way media.	**Sets clear expectations for and provides appropriate supports to educators regarding regular, two-way, culturally sensitive communication with families, including careful and prompt responses to family communications. Ensures that all communication with families demonstrates understanding of and respect for different home languages, cultures, and values.**	Sets clear expectations for, models, and provides differentiated supports to educators regarding regular and culturally sensitive communication with families. Encourages educators to engage in frequent, proactive, and personalized two-way communication with families about student learning and performance. Ensures that all communication with families demonstrates understanding of and respect for different families' home language, cultures, and values. Solicits feedback from families that informs improvements to communications.

Indicator III-D.   Family Concerns: Addresses family concerns in an equitable, effective, and efficient manner.

III-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family Concerns	Does not set clear expectations for or provide support to educators to regularly communicate with families on ways to support their children's learning at home and at school. Inconsistently contacts families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	Ensures that most concerns with families are addressed as they arise, but responses may be delayed or ineffective; works to reach solutions to family concerns but may not always ensure equitable or transparent resolutions that are in the best interest of students.	Responds to families as concerns arise in a timely and effective manner, and supports educators to do the same; works to reach equitable solutions in the best interest of students. Is able to articulate rationale for decisions made.	Responds and proactively reaches out to families when either academic or non-academic concerns arise in a timely and effective manner, and supports all educators to do the same. Promotes collaborative problem-solving to arrive at solutions that reflect relevant information from all parties including families, faculty, and staff, and are in the best interest of students. Effectively articulates rationale for decisions made. Models this practice for others.

Standards and Indicators of Effective Administrative Leadership
School-Level Administrator 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.*

Indicator IV-A.	Commitment to High Standards: Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:
	1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.
	2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters

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 and/or may demonstrate low expectations for staff.	May ask for a commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	**Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all.**	Leads faculty in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with faculty regularly.
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 fails to secure staff commitment and/or rarely uses the mission or core values to guide decision-making.	**Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.**	Leads faculty to develop core values and mission statements, shares these statements with families and the school community, and uses them to guide decision making.
IV-A-3. Meetings	Leads meetings, the majority of which lack clear purpose and/or are primarily used for one-way informational updates.	Leads meetings, the majority of which include both one-way informational updates and participatory activities focused on matters of consequence.	**Regularly plans and leads productive 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.**	Consistently plans and facilitates staff-led meetings that have clear purpose, focus on matters of consequence, and engage participants in thoughtful, productive conversations and deliberations about important school matters. Provides regular opportunities to build staff capacity in facilitating whole school and small group meetings. Models this practice for others.

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 staff in building cultural responsiveness, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse faculty and/or student body, but some policies are not culturally responsive and/or provides limited resources for educators to support the development of cultural responsiveness.	**Develops and implements culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Provides staff with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.**	Leads stakeholders to develop and implement culturally responsive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Empowers staff with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences.

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.	**Utilizes strong interpersonal, written, and verbal skills to consistently and effectively communicate with stakeholders.**	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.

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

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 about practice among staff.	May encourage educators and teams to reflect on the effectiveness of instructional practice and student learning and to use data and best practices to adapt instruction, but does not adequately support educators in these practices.	**Sets expectations for educators and teams to reflect on and collaborate around the effectiveness of a wide range of tasks related to instructional practice and student learning, including but not limited to implementing standards-based units and well-structured lessons, examining student work, and analyzing student performance and behavior. Supports educators to use data, research, and best practices to adapt instruction and plan appropriate interventions to achieve improved results.**	Models for educators how to be continually reflective about their practice, and supports educators as often as is feasible and appropriate to collaborate in teams around the effectiveness of a wide range of tasks related to instructional practice and student learning, including but not limited to implementing standards-based units and well-structured lessons, examining student work, and analyzing student performance and behavior. Empowers educators to use data, research, and best practices to adapt instruction to achieve improved results.
IV-D-2. Continuous Learning of Administrator	Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on leadership practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	**Using relevant data, research, and best practices, regularly reflects on and improves leadership practice, sets meaningful goals, and develops new approaches in order to improve the efficiency and practices of the school.**	Demonstrates and models openness and commitment to continuous learning; regularly reflects on and improves leadership practice; and utilizes relevant student data, current research, and best practices to set meaningful goals and develop new approaches in order to improve overall school effectiveness.

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 responsible citizens and community contributors.

IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Vision Development	Does not engage stakeholders in the creation of a shared educational vision, or the vision is so limited as to be disconnected from college and career readiness, civic engagement, responsible citizenship, and/or community contributions.	Engages staff, students, families, and community members in developing a shared educational vision focused on aspects of student preparation for college and career readiness, civic engagement, responsible citizenship, and community contributions, but stakeholder engagement is limited or unrepresentative.	**Continuously engages staff, students, families, and community members in developing a schoolwide educational vision focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship.**	Leads staff, students of all ages, families, and community members to develop, internalize, and celebrate a shared educational vision around student preparation for college and careers, civic engagement, community contributions, and responsible citizenship. Models this practice for others.

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

IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement and Conflict Resolution	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 relies upon a limited range of strategies to resolve conflicts that do not always result in appropriate or constructive resolutions.	**Regularly employs a respectful, non-confrontational approach when responding to disagreement and dissent, and utilizes a variety of strategies to resolve conflicts in an appropriate and constructive manner.**	Consistently employs and models a respectful, non-confrontational approach when responding to disagreement and dissent, and effectively utilizes a variety of strategies to resolve conflicts in an appropriate and constructive manner. Empowers staff to do the same when appropriate.
~~IV-F-2. Conflict Resolution~~	~~Does not address conflicts in a solution-oriented and/or respectful manner.~~	~~May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies~~	~~**Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner.**~~	~~Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers staff to use these approaches. Models this practice for others.~~
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.	**Employs a variety of strategies to build consensus within the school community around critical school decisions.**	Employs a variety of strategies to regularly achieve consensus within the school community around critical school decisions while encouraging dialogue and different points of view. Models this practice for others.