

Leadership Framework

1 Creating a Culture

Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.

Criterion 1 Rubric - Creating a Culture

Creating a school culture that promotes the ongoing improvement of learning and teaching for students staff.

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1.1 Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching	Does not communicate mission, vision, and core values; tolerates behaviors and school activities in opposition to a culture of ongoing improvement	Communicates mission, vision, and core values that promote a culture of ongoing improvement; connections between school activities, behaviors and the vision may not be made explicit	Communicates a vision of ongoing improvement in teaching and learning such that all staff and students perceive and agree upon what the school is working to achieve; encourages and supports behaviors and school activities that explicitly align with vision; shares enthusiasm and optimism that the vision can be realized	Is proficient AND distinguished by providing leadership and support such that shared vision and goals are at the forefront of attention for all students and staff and at the center of everyone's work; communicates mission, vision, and core values to community stakeholders such that the wider community knows, understands and supports the vision
1.2 Engages in essential conversations for ongoing improvement	Avoids conversations; does not make time for conversations; is not available to all staff, students, other stakeholders	Communication regards only some essential areas of ongoing improvement; communicates regularly with only certain members of the school community; supports a feedback loop that reaches only a portion of students and staff	Assumes responsibility for accurate communication and productive flow of ideas among all stakeholders; provides leadership such that all the essential conversations take place and in ways that maintain trust, dignity, and ensure accountability of all participants; creates and sustains productive feedback loops that include every staff member and every student; keeps the dialogue ongoing and purposeful	Is proficient AND establishes and promotes successful systems and methods for communication that extend beyond the school community; creates a productive feedback loop among all stakeholders that keeps the dialogue ongoing and purposeful; methods are recognized and adopted for purposes beyond school
1.3 Facilitates collaborative processes leading toward continuous improvement	Does not actively support or facilitate collaboration among staff; tolerates behaviors that impede collaboration among staff; fosters a climate of competition and supports unhealthy interactions among staff	Demonstrates some understanding of the importance of collaboration and what it takes to support it; facilitates limited collaboration among staff for certain purposes	Actively models, supports, and facilitates collaborative processes among all staff utilizing diversity of skills, perspectives and knowledge in the group; assumes responsibility for monitoring group dynamics and for promoting an open and constructive atmosphere for group discussions; creates opportunities for staff to initiate collaborative processes across grade levels and subject areas that support ongoing improvement of teaching and learning	Is proficient AND successfully creates generative systems that build the capacity of all stakeholders to collaborate across grade levels and subject areas; is recognized by school community and other stakeholders for leadership that results in a high degree of successful collaboration
1.4 Creates opportunities for shared leadership	Offers no model or opportunity for shared leadership; makes decisions unilaterally	Offers some opportunity for staff to be in leadership roles; opportunities are exclusive; sometimes engages processes for shared decision-making	Provides continual opportunity and invitation for all staff to develop leadership qualities; consistently engages processes that support high participation in decision-making	Is proficient AND proactively cultivates leadership qualities in others; creates opportunities for shared authority and decision-making among all staff and students; involves staff in leadership roles that foster career development; expands opportunities for community stakeholders to assume leadership

<p align="center">2 Ensuring School Safety Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery Criterion 2 Rubric - Ensuring School Safety Providing for school safety</p>				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2.1 Provides for Physical Safety	Neglects to consider the physical safety of students and staff; does not maintain and/or implement a current school safety plan; plan in place is insufficient to ensure physical safety of students and staff	Maintains and implements a school safety plan; plan is revisited or revised at times to reflect new concerns	Implements a school safety plan that is based upon open communication systems and is effective and responsive to new threats and changing circumstances; proactively monitors and adjusts the plan in consultation with staff, students, and outside experts/consultants	Is proficient AND serves as a resource for others in leadership roles and beyond school who are developing and implementing comprehensive physical safety systems to include prevention, intervention, crisis response and recovery
2.2 Provides for emotional and intellectual safety	Neglects the emotional or intellectual safety of students and staff; does not have an anti-bullying policy or behavior plan in place that promotes emotional safety; does not model an appreciation for diversity of ideas and opinions	Understands the impact of emotional and intellectual safety on learning; provides through personal actions appropriate emotional support to staff and students; develops a standard of conduct for all staff and students that clearly defines acceptable behavior and allows for diversity of ideas and opinions to be safely shared; ensures that a comprehensive anti-bullying prevention program and policies are in place	Assumes responsibility for the emotional and intellectual safety of all staff and students; supports the development, implementation, and monitoring of plans, systems, curricula, and programs that provide resources to support emotional and intellectual safety; reinforces protective factors that reduce risk for all students and staff	Is proficient AND makes emotional and intellectual safety a top priority for all staff and students; ensures a school climate in which every person is known and cared for; advocates for all students to be a part of and responsible for their school community; ensures that all school community members are trained and empowered to improve and sustain a climate of emotional safety; cultivates intellectual safety of all students and staff by advocating for diversity of ideas, respecting all perspectives that arise, promoting an open exchange of ideas; involves entire school community in active

3 Planning with Data

Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement

Criterion 3 Rubric - Planning with Data

Leading development, implementation and evaluation of the data-driven plan for increasing student achievement, including the use of multiple student data elements

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3.1 Recognizes and seeks out multiple data sources	Does not recognize multiple sources of data or has a limited understanding of the power and meaning of data	Seeks out and recognizes multiple sources of data to guide some decision making	Systematically collects data from multiple sources to be used in all problem solving and decision making; builds capacity of staff to recognize all information as data	Is proficient AND explores and uses a wide variety of monitoring and data collection strategies (both formal and informal); responds to an identified need for new data by inventing new methods for reliable and valid data collection
3.2 Analyzes and interprets multiple data sources to inform improvement efforts	Reviews and shares limited data only as required; interpretation of data may be incorrect or incomplete	Interprets data correctly; data analysis involves more than one measure of student growth, but may not reflect the full array of appropriate sources	Interprets available data to make informed decisions about strengths to build upon and areas of need based on multiple measures of student growth both formal and informal, standardized and classroom-based; models and builds capacity for effective analysis and interpretation of data by staff	Is proficient AND distinguished in data interpretation, analysis, and in communicating and building capacity for all staff to understand and use data for improved teaching and learning; practices a high standard for data reliability, validity and fairness and keeps these concepts in the forefront of conversations with all staff
3.3 Implements data driven plan for improved teaching and learning	Plan is limited, not data driven and/or not aligned with the needs of the school; stakeholder involvement is limited	Plan is data driven, but not monitored and few data driven changes result; stakeholder involvement is inconsistent	Provides leadership such that plan is clearly articulated and includes action steps and progress monitoring strategies, and strategies in the plan are directly aligned with the data analysis process and are research based; leads ongoing review of progress and results to make timely adjustments to the plan	Is proficient AND creates a contagious school culture of using data for all decisions and for continuous improvement in all aspects of school life

<p align="center">4 Aligning Curriculum</p> <p align="center">Assist instructional staff in aligning curriculum, instruction and assessment with state and local learning goals</p> <p align="center">Criterion 4 Rubric - Aligning Curriculum</p> <p align="center">Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.</p>				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4.1 Alignment of curricula to state and local district learning goals	Has incomplete or insufficient knowledge of state and local district learning goals across grades and content areas	Has sufficient enough knowledge and understanding of state and local district learning goals across grades and content areas to facilitate some alignment activities with staff	Has complete and deep knowledge and understanding of state and district learning goals and how to align these with curricula; systematically focuses staff on alignment; establishes a system for ongoing alignment that involves all staff members; continually provides support, diligently monitors alignment processes and makes adjustments to ensure effective alignment	Is proficient AND provides leadership and support such that staff takes ownership of the alignment processes of goals to curricula and all staff understand alignment of curricula to state and local district learning goals as foundational to the improvement of teaching and learning
4.2 Alignment of best instructional practices to state and district learning goals	Has incomplete or insufficient knowledge of best instructional practices across grades level and content areas	Has sufficient enough knowledge and understanding of best instructional practices across grades levels and content areas to facilitate some alignment activities with staff	Has complete and deep knowledge and understanding of best instructional practices and how to align these with curricula; systematically focuses staff on alignment; establishes a system for ongoing alignment that involves all staff members; continually provides support, diligently monitors alignment processes and makes adjustments to ensure effective alignment	Is proficient AND provides leadership and support such that staff takes ownership of the alignment processes of best instructional practices to curricula and all staff understand alignment of best instructional practice to state and district learning goals as foundational to the improvement of teaching and learning
4.3 Alignment of assessment practices to best instructional practices	Has incomplete or insufficient knowledge of assessment theory in terms of reliability, validity and fairness	Has sufficient enough knowledge and understanding of assessment theory in terms of reliability, validity and fairness to facilitate some alignment activities of assessment to best instructional practices with staff	Has complete and deep knowledge and understanding of issues of assessment and how to align assessment with best instructional practices; systematically focuses staff on alignment; establishes a system for ongoing alignment that involves all staff members; continually provides support, diligently monitors alignment processes and makes adjustments to ensure effective alignment	Is proficient AND provides leadership and support such that staff takes ownership of the alignment processes of assessment to instructional practices and all staff understand alignment of assessment to teaching as foundational to the improvement of teaching and learning

5 Improving Instruction Monitor, assist and evaluate staff implementation of the School Improvement Plan, effective instruction and assessment practices Criterion 5 Rubric Improving instruction Monitoring, assisting and evaluating effective instruction and assessment practices				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
5.1 Monitors instruction and assessment practices	Does not adequately monitor instruction and assessment practices of staff; provides insufficient feedback to staff regarding instruction and assessment practices	Develops and uses observable systems and routines for monitoring instruction and assessment practices; provides some effective feedback to staff, but may not be sufficient and consistent; provides feedback to only part of staff; provides feedback that is only partially effective	Develops and uses observable systems and routines for monitoring instruction and assessment; uses data consistently to provide all staff meaningful, personal feedback that is effective for improving instruction and assessment practices	Is proficient AND distinguished in the practice of monitoring effective instruction and assessment practices; develops exemplary systems and routines for effective observation of staff; shares systems and routines with colleagues and stakeholders; regularly reflects on and invents or adjusts systems as needed
5.2 Assists staff in implementing effective instruction and assessment practices	Does not fully support staff in their efforts to improve teaching and assessment; does not have knowledge or understanding of best instruction and assessment practices; does not make assisting staff in improved teaching and assessment a priority	Facilitates staff in the implementation of effective instruction and assessment practices with mixed results; demonstrates basic knowledge of best instruction and assessment practices; may lack clear purpose	Facilitates and supports staff in the implementation of effective instruction and assessment practices; has deep and thorough knowledge and understanding of best practices in instruction and assessment; devotes considerable time and effort to the improvement of instruction and assessment	Is proficient AND distinguished in the practice of building capacity for staff to initiate and implement improved instruction and assessment practices
5.3 Accurately and validly evaluates staff in effective instruction and assessment practices	Does not evaluate staff with accuracy; makes claims about staff performance that are not valid; does not establish systems or routines that support improved instruction and assessment practices	Regularly and systematically evaluates staff accurately and validly, using evidence; recommendations lead staff to some improvement in instruction and assessment practices	Evaluates staff accurately and validly; provides evidence to support claims; recommendations are effective and lead to improved instruction and assessment practices consistently	Is proficient AND distinguished in the practice of thoroughly, reliably and validly evaluating staff in such a way that continuous improvement in instruction and assessment becomes the professional standard; provides detailed, formative assessment with exemplary feedback that leads to improvement; builds capacity in staff to accurately and validly assess self and others, promoting a culture of continual improvement

<p align="center">6 Managing Resources Manage human and fiscal resources to accomplish student achievement goals Criterion 6 Rubric - Managing Resources Managing both staff and fiscal resources to support student achievement and legal responsibilities</p>				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
6.1 Managing human resources (assignment, hiring, and ongoing professional development)	Does not adequately address issues in hiring, letting go and placement of staff for the benefit of students in classrooms; does not put student needs at the forefront of human resource decisions	Puts the needs of students at the center of some human resource decisions with moderate effect	Puts student need at the center of every human resource decision and all decisions regarding hiring, letting go and placement of all staff, and professional development; conducts a rigorous hiring process when choosing staff; focuses energy on ensuring productivity through staff placement and professional development opportunities	Is proficient AND optimizes the school's human resources and assets of staff members to maximize opportunities for student growth; is distinguished in management of human resources and is called upon to share those successful processes outside of school; efforts produce a positive work environment that attracts outstanding talent
6.2 Managing fiscal resources	Does not make fiscal decisions that maximize resources in support of improved teaching and learning	Makes some fiscal decisions that maximize resources and support some aspects of improved teaching and learning	Engages others in dialogue on budget decisions based on data, School Improvement Plan, and district priorities that support learning; makes fiscal decisions that maximize resources and supports improved teaching and learning; tracks expenditures, monitors data, evaluates results and the findings impact and improve fiscal decisions made in the future	Is proficient AND demonstrates leadership in the design and successful enactment of uniquely creative approaches that help solve problems of resource need; guides decision-making such that efficacy grows among stakeholders for arriving at fiscal decisions for improvement of teaching and learning
6.3 Fulfilling legal responsibilities	Fails to demonstrate adequate knowledge of legal responsibilities; entertains behaviors and policies that conflict with the vision of improved teaching and learning or with law; tolerates behavior from self, staff and/or students that is not legal	Demonstrates basic knowledge and understanding of legal responsibilities; does not entertain behaviors and policies that conflict with the vision of improved teaching and learning and with law; does not tolerate behavior from self, staff and/or students that is not legal	Assumes responsibility for operating within the law; demonstrates deep and thorough knowledge and understanding of the intent of the law; operates with deep and thorough knowledge and understanding of district policies, grant requirements and collective bargaining agreements; keeps student and staff well-being at the forefront of all legal responsibilities; tolerates no behavior outside of the law and approaches problems proactively, and by this, avoids school situations that are unlawful	Is proficient AND distinguished for developing systems that communicate and support staff in upholding legal responsibilities; creates a culture of shared legal responsibility among students and staff; involves all stakeholders in the creation of a school climate that thrives upon and benefits from addressing legal responsibilities

<p align="center">7 Engaging Communities Communicate and partner with school community members to promote student learning Criterion 7 Rubric Engaging Communities Partnering with the school community to promote student learning</p>				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
7.1 Communicates with community to promote learning	Communication is sparse and opportunities for community involvement are not fully realized or made available	Communication with the community is regular, yet is mainly informational rather than two-way; channels of communication are not accessible to all families; practices discretion when dealing with personal information about students and staff	Builds effective communication systems between home, community and school that are interactive and regularly used by students, school staff and families and other stakeholders; uses multiple communication channels appropriate for cultural and language differences that exist in the community; practices a healthy discretion with personal information of students and staff	Is proficient AND moves beyond typical communication practices to reach all stakeholders (e.g.. home visits, innovative technology, visiting community groups, etc.) ; creates and promotes opportunities for students and families to explain and share their experiences with school; establishes a feedback loop that is invitational, transparent, effective and trusted by all members of the community
7.2 Partners with families and school community	Demonstrates little effort to engage families or the community in school activities; fails to share the vision of improved teaching and learning beyond school; does not identify and utilize community resources in support of improved student learning	Encourages and supports involvement of community and families in some school activities; shares the vision for improving teaching and learning with some families and communities; identifies and utilizes some community talent and resources in support of improved teaching and learning	Encourages and supports consistent and ongoing community and family involvement for all stakeholders in school activities; consistently implements effective plans for engaging community outside of school to improve teaching and learning; community resources are fully identified and utilized in support of improved teaching and learning; actively monitors community involvement and adjusts, creating new opportunities for families and community to be a part of the vision of improving teaching and learning	Is proficient AND distinguished in the area of effectively engaging families and the greater community in support of students, staff and the vision of improved teaching and learning; is recognized outside of school for developing and implementing programs that partner with school, family and greater community; programs are held as a model for other schools to adopt and follow; builds capacity in the community for initiating new and beneficial forms of community

<p align="center">8 Closing the Gap Demonstrate a commitment to closing the achievement gap Criterion 8 Closing the Gap Demonstrating commitment to closing the achievement gap</p>				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
8.1 Identifies barriers to achievement and resulting gaps	Is unaware of all achievement gaps that exist in school population and how the school has played a role in perpetuating gaps; attributes gaps to factors outside of the school's locus of control	Demonstrates some awareness of specific school-wide achievement gaps; recognizes responsibility and has some confidence in staff and school to impact these gaps	Demonstrates full knowledge and understanding of the existence of all gaps; accepts responsibility for impacting these gaps; identifies and addresses barriers to closing gaps	Is proficient AND focuses attention of school community on the goal of closing gaps; builds capacity among community to support the effort to close all gaps
8.2 Demonstrates a commitment to close the achievement gap	Inconsistently targets efforts towards closing achievement gaps; does not acknowledge the responsibility of school to close gaps; does not have a plan to close gaps	Effectively communicates gaps to staff through evidence sharing and interpretation of data; constructs a plan to impact gaps; models and builds the capacity of school personnel to be culturally competent and to implement socially just practices that support plan; demonstrates some progress in closing gaps	Constructs plan with specific strategies to impact gaps; communicates, monitors and adjust efforts to effectively make progress toward reducing gaps; models and builds the capacity of school personnel to be culturally competent and to implement socially just practices; demonstrates improvement in closing all identified gaps	Is proficient AND successfully keeps the work of closing gaps at the forefront of intention for all staff and community members; assumes responsibility for closing all gaps; builds capacity in every staff member and others to advance learning for all students; has deep knowledge and understanding of the nature of gaps that exist at the level of group and at the level of individual students who are not reaching full learning potential