

Evaluation Rubrics for School Leaders

STANDARD 1: INTERPERSONAL AND COLLABORATIVE SKILLS*Element 1: The school leader demonstrates effective and professional interpersonal and collaborative skills.*

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The school leader</p> <ul style="list-style-type: none"> • collaborates to communicate a variety of information through multiple media to stakeholders • develops leadership among a wide variety of high-functioning collaborative teams to generate student-centered solutions • resolves conflicts to ensure the best interests of students and the school by establishing relationships built on high levels of mutual trust and respect 	<p>The school leader</p> <ul style="list-style-type: none"> • communicates a variety of information with stakeholders • distributes leadership among a variety of collaborative teams to generate student-centered solutions • resolves problems and conflicts in a fair and consistent manner by establishing relationships built on trust and respect 	<p>The school leader</p> <ul style="list-style-type: none"> • communicates only school activities to stakeholders • informs existing collaborative teams and allows limited contribution to decision making • creates and implements processes to resolve problems and/or conflict with inconsistent resolution 	<p>The school leader</p> <ul style="list-style-type: none"> • does not communicate with stakeholders • does not inform existing collaborative teams or allow contributions to decision making • is not aware of potential problems and/or conflict or has a pattern of ineffective resolution

STANDARD 2: CLEAR AND FOCUSED LEARNING MISSION*Element 2: The school leader facilitates the development of the strategic plan including a clear vision, mission, and goals.*

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The school leader</p> <ul style="list-style-type: none"> • takes the lead to facilitate the collaborative work of stakeholders as they develop the strategic plan based on student needs • ensures that staff understands the strategic plan in order to focus their decision making • engages in critical conversations and collaborative actions with teachers individually and in teams 	<p>The school leader</p> <ul style="list-style-type: none"> • develops the strategic plan collaboratively with all stakeholders based on student needs • ensures that the strategic plan drives decision making • engages in conversations and collaborative actions with selected school personnel 	<p>The school leader</p> <ul style="list-style-type: none"> • develops the strategic plan with limited stakeholder and minimal analysis of student needs • uses the strategic plan inconsistently to make decisions • engages in periodic conversations with selected school personnel and takes action in some instances 	<p>The school leader</p> <ul style="list-style-type: none"> • does not work with staff/ stakeholders to develop a strategic plan based on student needs • does not use the strategic plan to make decisions • does not engage in conversations and collaborative actions with school personnel

STANDARD 3: RIGOROUS CURRICULUM, ENGAGING INSTRUCTION AND BALANCED ASSESSMENT*Element 3: The school leader demonstrates instructional leadership to establish and support a student-centered learning environment.*

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The school leader</p> <ul style="list-style-type: none"> • extensively analyzes multiple data sources to make instructional decisions • sustains and supports student self-direction and accountability to personalize learning • continuously monitors and collaborates with others to improve instruction and assessment to align with state-approved curricula 	<p>The school leader</p> <ul style="list-style-type: none"> • analyzes data to make instructional decisions • promotes student self-direction and accountability to personalize learning • continuously monitors and provides feedback to ensure that instruction and assessment align with state-approved curricula 	<p>The school leader</p> <ul style="list-style-type: none"> • makes instructional decisions that are not always data driven • encourages personalized learning although mainly teacher-directed • monitors instruction and assessment to align with state-approved curricula 	<p>The school leader</p> <ul style="list-style-type: none"> • does not make instructional decisions • does not value personalized learning • does not monitor instruction and assessment to align with state-approved curricula

STANDARD 4: POSITIVE LEARNING CLIMATE AND COHESIVE CULTURE*Element 4: The school leader builds and sustains a safe and positive climate and cohesive culture.*

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The school leader</p> <ul style="list-style-type: none"> • works with others to create, implement, and monitor processes and structures for maintaining a positive school culture • works with stakeholders, including students and community members, to use various techniques for monitoring the school culture • sets high expectations for a well-coordinated approach where students and teachers are accountable for ensuring all school activities add value to student learning, character and citizenship 	<p>The school leader</p> <ul style="list-style-type: none"> • works with others to create and implement processes and structures for maintaining a positive school culture • works with staff and students to use various techniques for monitoring the school culture • sets high expectations through a well-coordinated approach and ensures that all school activities add value to student learning, character and citizenship 	<p>The school leader</p> <ul style="list-style-type: none"> • creates basic processes and structures for maintaining a positive school culture • monitors the school culture • coordinates all school activities to ensure value to student learning, character and citizenship inconsistently 	<p>The school leader</p> <ul style="list-style-type: none"> • does not maintain a positive school culture • does not monitor the school culture • does not have a coordinated approach to ensure that all school activities add value to student learning, character and citizenship

STANDARD 5: PROFESSIONAL GROWTH AND RETENTION OF QUALITY STAFF*Element 5: The school leader identifies, supports and participates in professional development and promotes professional growth to retain high quality staff.*

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The school leader</p> <ul style="list-style-type: none"> • distributes leadership wherein staff actively designs and implements targeted professional development to meet the needs of staff and students using multiple modes of delivery • actively seeks to improve effectiveness by participating in professional development and other professional learning opportunities • utilizes the evaluation system to maximize professional growth of staff members to improve instructional practices within the school 	<p>The school leader</p> <ul style="list-style-type: none"> • creates and implements processes and structures that consistently target professional development to better meet the needs of staff and students • demonstrates a commitment to self-improvement by actively participating in professional development to encourage personal growth • consistently manages and/or conducts staff evaluations and helps provide supports for professional growth 	<p>The school leader</p> <ul style="list-style-type: none"> • understands the need to target professional development but has yet to create processes and structures to ensure consistent implementation • understands the need to improve effectiveness and sometimes participates in professional development opportunities • manages and/or completes staff evaluations 	<p>The school leader</p> <ul style="list-style-type: none"> • does not target professional development to improve performance to better meet the needs of students and staff • does not participate in professional development or other learning opportunities to improve effectiveness • does not manage and/or complete staff evaluations

STANDARD 6: SUPPORT SYSTEMS FOR STUDENT SUCCESS*Element 6: The school leader creates and supports practices that address students' physical, social/emotional and academic needs.*

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The school leader</p> <ul style="list-style-type: none"> • works with others to create, implement, and monitor processes and structures for addressing students' physical, social/emotional and academic needs • uses creative approaches to actively seek additional school and community resources to address individual student needs that result in positive student outcomes 	<p>The school leader</p> <ul style="list-style-type: none"> • works with others to create and implement processes and structures for addressing students' physical, social/emotional and academic needs • leverages school and community resources to address individual student needs that result in positive student outcomes 	<p>The school leader</p> <ul style="list-style-type: none"> • creates basic processes and structures for addressing students' physical, social/emotional and academic needs • leverages school resources to address individual student needs that result in positive student outcomes 	<p>The school leader</p> <ul style="list-style-type: none"> • does not meet the needs of students • does not leverage school resources to address individual student needs that result in positive student outcomes

STANDARD 7: OPERATIONS TO PROMOTE LEARNING*Element 7: The school leader demonstrates a proactive approach in effectively managing the resources and operations of the school.*

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The school leader</p> <ul style="list-style-type: none"> works with others to create, implement, and monitor processes to manage resources and operations proactively monitors and identifies gaps in resources using various forms of data from multiple sources to address students' needs and interests 	<p>The school leader</p> <ul style="list-style-type: none"> works with others to create and implement processes and structures to manage resources and operations utilizes data to adjust and maximize resources to address students' needs 	<p>The school leader</p> <ul style="list-style-type: none"> creates or implements processes and structures to manage resources and operations is concerned about maximizing resources to address students' needs 	<p>The school leader</p> <ul style="list-style-type: none"> does not create or implement structures and processes to effectively manage resources and operations does not work to maximize resources to address students' needs

STANDARD 8: FAMILY AND COMMUNITY CONNECTIONS*Element 8: The school leader communicates and creates partnerships to engage students, staff, families, and the community.*

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The school leader</p> <ul style="list-style-type: none"> collaborates with school stakeholders to establish comprehensive processes and structures that support positive partnerships between families and the school where all collaborate to support student success and well being proactively interacts with stakeholders and empowers them to take ownership in the school develops and maintains relationships with stakeholders to engender goodwill and garner resources to support the school's mission 	<p>The school leader</p> <ul style="list-style-type: none"> works with staff to welcome families into the school community and builds structures and processes to engage parents interacts appropriately with stakeholders and some opportunities are provided for ownership in the school creates positive connections between the school and its stakeholders 	<p>The school leader</p> <ul style="list-style-type: none"> has minimal interactions with stakeholders works to create some positive connections between the school and its stakeholders 	<p>The school leader</p> <ul style="list-style-type: none"> does not positively contribute to the relationship between the school and its stakeholders

STANDARD 9: CONTINUOUS IMPROVEMENT

Element 9: The school leader ensures continuous improvement through the implementation and monitoring of the strategic plan.

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The school leader</p> <ul style="list-style-type: none">• collaborates with stakeholders to facilitate and develop continuous improvement processes that lead to school reform• collaborates with staff to continuously analyze data and revise the strategic plan when appropriate• constantly investigates and implements best practices in school improvement to maximize strategic plan outcomes• engages in self reflection that leads to continuous improvement and exemplifies professionalism	<p>The school leader</p> <ul style="list-style-type: none">• facilitates continuous improvement efforts• continuously analyzes data and revises the strategic plan when appropriate• uses the strategic plan as a tool for continuous school improvement• engages in self reflection and sets improvement goals	<p>The school leader</p> <ul style="list-style-type: none">• attempts to facilitate continuous improvement efforts• periodically analyzes data to evaluate the strategic plan• inconsistently uses the strategic plan as a tool for continuous improvement• uses self reflection on a limited basis to drive improvement	<p>The school leader</p> <ul style="list-style-type: none">• does not recognize the need for continuous improvement• does not evaluate the strategic plan for relevance• does not recognize the strategic plan as a tool for continuous improvement• does not engage in self reflection that leads to continuous improvement