

Rubric Principal (ED)

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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-1. Standards-Based Unit Design

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Empowers staff to create with a backward design approach rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects educators to additional supports as needed. Is able to model this element.	Provides support and assistance for educators and teams to use a backward design approach to plan standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.	Gives educators resources on how to use a backward design approach to planning standards-based units and checks that teachers engage in instructional planning. Sometimes monitors and assesses progress and provides feedback.	Does not set the expectation that educators plan standards-based units of instruction, provide adequate resources or support for this activity, and/or monitor or assess progress.

I-A-2. Lesson Development Support

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Supports educators to collaborate on developing a series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.	Supports educators to develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.	Provides limited training to educators on how to develop well-structured lessons and/or does not consistently address patterns of weak lesson development practices.	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.

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-1. Instructional Practices

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Ensures, through observation and review of unit plans, that teachers know and employ effective teaching strategies and practices while teaching their content. Is able to model this element.	While observing practice and reviewing unit plans, looks for and identifies a variety of effective teaching strategies and practices.	While observing practice and reviewing unit plans, occasionally looks for evidence of or accurately identifies appropriate teaching strategies and practices.	Does not look for evidence of and/or cannot accurately identify more than a few effective teaching strategies and practices.

I-B-2. Quality of Effort and Work

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Sets and models high expectations for the quality of content, student effort, and student work schoolwide and empowers educators and students to uphold these expectations consistently. Is able to model this element.	Sets and models high expectations for the quality of content, student effort, and student work schoolwide and supports educators to uphold these expectations consistently.	May set high expectations for the quality of content, student effort, and student work schoolwide but allows expectations to be inconsistently applied across the school.	Does not set high expectations for the quality of content, student effort, and/or student work schoolwide, or expectations are inappropriate.

I-B-3. Diverse Learners' Needs

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Ensures, through observation and review of unit plans, that teachers know and employ teaching strategies and practices that are effective with diverse learners while teaching their content. Is able to model this element.	While observing practice and reviewing unit plans, looks for and identifies a variety of teaching strategies and practices that are effective with diverse learners.	While observing practice and reviewing unit plans, occasionally looks for evidence of or accurately identifies teaching strategies and practices that are appropriate for diverse learners.	Does not look for evidence of and/or cannot accurately identify more than a few effective teaching strategies and practices.

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-1. Variety of Assessments

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Leads educator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.	Supports educator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.	Provides educators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	Does not communicate or monitor a strategy for assessments, leaving it up to educators to design and implement their own assessments.

I-C-2. Adjustment to Practice

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Plans, facilitates, and supports team review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.	Provides planning time and effective support for teams to review assessment data and identify appropriate interventions and adjustments to practice. Monitors educators' efforts and successes in this area.	Suggests that teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice.	Does not encourage or facilitate teams to review assessment data.

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 and impact on student learning.
4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.

I-D-1. Educator Goals

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals and models this process through the leader's own evaluation process and goals. Is able to model this element.	Supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning 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.	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.

I-D-2. Observations and Feedback

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Makes multiple unannounced visits to classrooms every day and provides targeted constructive feedback within 48 hours. Engages with all educators in conversations about improvement, celebrates effective practice, and provides targeted support to educators whose practice is less than Proficient. Is able to model this element.	Typically makes at least two unannounced visits to classrooms every day and provides targeted constructive feedback to all educators. Acknowledges effective practice and provides redirection and support for those whose practice is less than Proficient.	Makes infrequent unannounced visits to classrooms, rarely provides feedback that is specific and constructive, and/or critiques struggling educators without providing support to improve their performance.	Observes educators only in formal observation visits and/or does not provide honest feedback to educators who are not performing proficiently.

I-D-3. Ratings

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that educators understand in detail why they received their ratings and provides effective support to colleagues around this practice Is able to model this element.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that educators understand why they received their ratings.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to educators.	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some educators.

I-D-4. Alignment Review

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Studies alignment between judgment about practice and data about student learning when evaluating and rating educators and provides effective support to colleagues around this practice. Is able to model this element.	Consistently reviews alignment between judgment about practice and student learning data and makes informed decisions about educator support and evaluation based upon this review.	Occasionally reviews alignment between judgment about practice and student learning data.	Does not review alignment between judgment about practice and data about student learning when evaluating and rating educators.

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-1. Knowledge and Use of Data

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Leads educator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school performance, and models effective data analysis for staff. Is able to model this element.	Identifies a range of appropriate data sources and effectively analyzes the data for decision-making purposes.	May identify multiple sources of student learning data but these data do not provide multiple perspectives on performance and/or analysis of the data is sometimes inaccurate.	Relies on few data sources that do not represent the full picture of school performance and/or does not analyze the data accurately.

I-E-2. School and District Goals

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses using appropriate data and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element.	Uses data to accurately assess the school's strengths and areas for improvement to inform the creation of focused, measurable school and district goals.	Assesses the school's strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	Gathers limited information on the school's strengths and weaknesses and/or does not use these data to inform school plans or actions.

I-E-3. Improvement of Performance, Effectiveness, and Learning

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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. Is able to model this element.	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.	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.	Does not share assessment data with faculty, use data to make adjustments to school plans, and/or model appropriate data analysis strategies.

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-1. Plans, Procedures, and Routines

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Establishes systems, plans, procedures, and routines that empower students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element.	Establishes and implements plans, procedures, and routines that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.	Establishes plans, procedures, and routines but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient.	Does not organize the school effectively for orderly and efficient movement of students.

II-A-2. Operational Systems

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Creates and maintains a school environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.	Supervises and supports custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.	Provides inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	Inadequately supervises or supports custodial and/or other staff so that the campus is not generally clean, attractive, welcoming, and/or safe.

II-A-3. Student Safety, Health, and Social and Emotional Needs

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently showcases high expectations for student behavior and invests staff and students in upholding these expectations. Successfully implements schoolwide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element.	Demonstrates high expectations for student behavior and provides appropriate training for staff to uphold these expectations. Establishes schoolwide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.	Urges staff to demand good student behavior but allows varying standards to exist in different classrooms and common areas. Addresses student discipline and bullying matters on a case-by-case basis.	Leaves student discipline largely up to teachers to address on their own or totally delegates to an assistant. Often tolerates discipline violations and enforces the rules inconsistently.

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-1. Recruitment and Hiring Strategies

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently identifies effective educators who share the school's mission. Empowers faculty members to share in a structured, consistent interview process. Is able to model this element.	Leads the school's recruitment and hiring process and, through it, consistently identifies effective educators who share the school's mission.	Leads the recruitment and hiring process but does not consistently identify effective educators.	Does not successfully lead the recruitment and hiring process.

II-B-2. Induction, Professional Development, and Career Growth Strategies

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Facilitates the educator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with school and educator goals, and are consistently viewed by educators as effective and helpful. Is able to model this element.	Develops school-based induction support for new teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with school and educator goals; and supports the career growth of effective educators by distributing leadership tasks and monitoring progress and development.	Develops only a limited school-based induction program for new teachers and/or inconsistently implements the district's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective educators' career growth.	Does not support new teachers, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.

Indicator II-C. Scheduling and Management Information Systems

Uses systems to ensure optimal use of time for teaching, learning, and collaboration.

II-C-1. Time for Teaching and Learning

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Creates, implements, and regularly adjusts a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction. Empowers staff to do the same. Is able to model this element.	Creates a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction.	Creates a master schedule and related systems that set aside instructional time but does not effectively eliminate unnecessary interruptions to instruction.	Does not create a master schedule and/or related systems to maximize blocks of uninterrupted instructional time.

II-C-2. Time for Collaboration

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Is transparent and forthcoming about expectations for all team meetings. Creates and implements a schedule that maximizes meeting time for all teams. Effectively prevents time-wasting activities. Is able to model this element.	Sets expectations for team meetings and creates a schedule that provides sufficient meeting time for all teams. Prevents or deflects activities that prevent staff from focusing on student learning during team time.	Sets inconsistent expectations for team meetings and/or creates a schedule that only provides adequate meeting time for some teams. Works to prevent or deflect activities with limited success.	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.

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-1. Laws and Policies

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Invests staff in understanding and complying with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Is able to model this element.	Understands and complies with state and federal laws and mandates, school committee policies, and 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.	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.

II-D-2. Ethical Behavior

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately; and expects staff to do both as well.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect student, family, and staff confidentiality appropriately.	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect student, family, and/or staff confidentiality.

Indicator II-E. Fiscal Systems

Develops a budget that supports the districts vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources.

II-E-1. Fiscal Systems

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Leads a team to develop a budget that aligns with the district's vision, mission, and goals with supporting rationale; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element.	Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals or inconsistently manages expenditures and available resources.	Builds a budget that does not align with the district's goals or mismanages available resources.

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-1. Family Engagement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Uses culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to classroom, school, and community effectiveness. Works with staff, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element.	Uses culturally sensitive practices 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 families whose home language is not English.	Makes some attempts to welcome families as members of the classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	Does little to welcome families as members of the classroom or school community or tolerates an environment that is unwelcoming to some families.

III-A-2. Community and Business Engagement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Establishes strategic partnerships with community organizations, community members, and businesses that improve school effectiveness. Works to increase the types and number of organizations with whom the school partners in order to deepen relationships and increase partner contributions. Is able to model this element.	Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for 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.	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.

Indicator III-B. Sharing Responsibility

Continuously collaborates with families to support student learning and development both at home and at school.

III-B-1. Student Support

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Models for educators how to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school. Is able to model this element.	Supports educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with families to address student needs, utilizing resources within and outside of the school.	Asks educators to identify students struggling academically or behaviorally and/or works with a limited number of families to address student needs, utilizing a limited set of resources.	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.

III-B-2. Family Collaboration

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Sets clear expectations and provides differentiated support to educators to ensure that they regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element.	Sets clear expectations for and supports educators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Sets 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.	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.

Indicator III-C. Communication

Engages in regular, two-way, culturally proficient communication with families about student learning and performance.

III-C-1. Two-Way Communication

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Sets clear expectations for and provides differentiated support to ensure that all educators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element.	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.	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.	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.

III-C-2 Culturally Proficient Communication

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Sets clear expectations for models, and provides differentiated support regarding culturally sensitive communication. Ensures that school and classroom communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.	Sets clear expectations for and provides support to educators regarding culturally sensitive communication. Ensures that school and classroom communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	May set expectations for educators regarding culturally sensitive communication but does not provide support to educators and/or occasionally communicates in ways that are insensitive to some families' home language, culture, and values.	Does not set clear expectations for or provide support to educators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms.

Indicator III-D. Family Concerns

Addresses family concerns in an equitable, effective, and efficient manner.

III-D-1. Family Concerns

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Reaches out to families proactively and as soon as concerns arise and effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students. Is able to model this element.	Reaches out to families as concerns arise and works to reach equitable solutions in the best interest of students.	May address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	Inconsistently contacts families in response to concerns, and agreed-upon solutions are often not in the best interest of students.

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-1. Commitment to High Standards

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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. Is able to model this element.	Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all.	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.	Does not encourage high standards of teaching and learning or high expectations for achievement and/or may demonstrate low expectations for staff.

IV-A-2. Mission and Core Values

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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. Is able to model this element.	Develops, promotes, and models commitment to core values that guides the development of a succinct, results-oriented mission statement and ongoing decision making.	May develop core values and mission statements but rarely uses them to guide decision making.	Does not develop core values and mission statements for the school.

IV-A-3. Meetings

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Plans and facilitates staff-led, engaging meetings in which small groups of educators learn together and create solutions to instructional issues. Is able to model this element.	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.	Leads meetings that include both one-way informational updates and participatory activities focused on matters of consequence.	Leads meetings that lack clear purpose and/or are primarily used for one-way informational updates.

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-1. Policies and Practices

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Leads stakeholders to develop and implement culturally sensitive 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. Is able to model this element.	Develops and implements culturally sensitive policies 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.	Takes pride in having a diverse faculty and/or student body, but some policies are not culturally sensitive and/or provides limited resources for educators to support the development of cultural proficiency.	Develops and implements culturally insensitive or inappropriate policies, does not support staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.

Indicator IV-C. Communications

Demonstrates strong interpersonal, written and verbal communication skills.

IV-C-1. Communication Skills

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element.	Demonstrates strong interpersonal, written, and verbal communication skills.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.

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 administrators own practice.

IV-D-1. Continuous Learning of Staff

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Models for educators how to reflect on the effectiveness of lessons, units, and interactions with students and uses data, research, and best practices to adapt instruction to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.	Leads all educators and teams to reflect on the effectiveness of lessons, units, and interactions with students. Ensures that staff use data, research, and best practices to adapt instruction to achieve improved results.	May encourage educators and teams to reflect on the effectiveness of instruction and interactions with students and to use data and best practices to adapt instruction but does not support educators in these practices.	Accepts the practice of educators working largely in isolation, without consideration of data and best practices, or discourages reflection among staff.

IV-D-2. Continuous Learning of Administrator

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Demonstrates openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership. Is able to model this element.	Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve the efficiency and practices of the school.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.

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 post secondary education and become responsible citizens and community contributors.

IV-E-1. Shared Vision Development

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Leads staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element.	At all grade levels, continuously engages staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.	Engages staff, students, families, and community members in developing a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	Does not engage stakeholders in the creation of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.

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-1. Response to Disagreement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Is able to model this element.	Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning	May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.

IV-F-2. Conflict Resolution

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers staff to use these approaches. Is able to model this element.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner.	May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies.	Does not address conflicts in a solution-oriented and/or respectful manner.

IV-F-3. Consensus Building

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Employs a variety of strategies to build consensus within the school community around critical school decisions while encouraging dialogue and different points of view. Is able to model this element.	Builds consensus within the school community around critical school decisions, employing a variety of strategies.	Employs a limited number of strategies to build consensus within the school community, with varying degrees of success.	Does not attempt to build consensus within the school community, or attempts at consensus-building around critical school decisions are unsuccessful.