

Rubric School Business Administrators (ED)

Name:
Job Title:

Author:
Date:
School:

Share: On

Standard I: Instructional Leadership

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

Indicator I-A. Curriculum

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

I-A-1. Standards-Based Unit Design

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Empowers administrators to employ strategies that empower staff to create rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects administrators to additional supports as needed. Demonstrates a thorough understanding of what well-structured lessons look like. Is able to model this element.	Provides support and assistance for administrators to learn and employ effective strategies for ensuring that educators and educator teams design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Demonstrates a clear understanding of what rigorous standards-based unit design looks like.	Provides limited support to administrators to employ effective strategies for ensuring well-designed standards-based units. Demonstrates limited understanding of what rigorous standards-based unit design looks like.	Does not provide support to administrators to use effective strategies for ensuring development of well-designed standards-based units. Does not demonstrate understanding of what rigorous standards-based unit design looks like.

I-A-2. Lesson Development Support

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Supports administrators to collaborate on developing strategies that enable educators to consistently develop series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Demonstrates a thorough understanding of what well-structured lessons look like. Is able to model this element.	Supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping. Demonstrates a clear understanding of what well-structured lessons look like.	Provides limited support to administrators to establish effective strategies for ensuring that educators develop well-structured lessons, and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed. Demonstrates limited understanding of what well-structured lessons look like.	Does not provide support to administrators to establish effective strategies to ensure development of well-structured lessons, does not support training, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices. Does not demonstrate understanding of what well-structured lessons look like.

Indicator I-B.Instruction

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

I-B-1. Instructional Practices

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Through communication with and the provision of resources to school administrators, ensures that school administrators know and employ effective strategies and practices for helping educators improve instructional practice. Is able to model this element.	Through communication with and the provision of resources to principals, allows for school administrators to identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.	Through occasional communication with school administrators, provides resources designed to help identify effective teaching strategies and practices when they observe practice and review unit plans, but resources are insufficient or inconsistent.	Does not communicate with or provide resources to school administrators for the purpose of allowing them to identify ways that principals identify effective teaching strategies when the principals observe practice and review unit plans.

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 district-wide and empowers administrators, 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 district-wide and supports administrators to uphold these expectations consistently.	May set high expectations for the quality of content, student effort, and student work district-wide, but allows expectations to be inconsistently applied across the district.	Does not set high expectation for the quality of content, student effort, and/or student work district-wide, or expectations are inappropriate.

I-B-3. Diverse Learners' Needs

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Through communication with and the provision of resources to school administrators, ensures that school administrators know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element.	Through communication with and the provision of resources to school administrators, allows for school administrators to look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.	While the school business administrator may communicate with and provide occasional resources to school administrators, support is insufficient to facilitate the identification of effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans	Does not communicate with school administrators or provide adequate resources that promote the identification of effective teaching strategies and practices that are appropriate for diverse learners

Indicator I-C.Assessment

Ensures that all principals and administrators facilitate practices that propel personnel to 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
Participates in and supports administrator 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 administrator 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 administrators with support for formal assessment options but provides minimal support for more informal methods and assessments, and/or does not monitor and support strategies for using a variety of assessments.	Does not support or monitor a coherent strategy for multiple assessments, leaving it up to individual administrators to design and implement their own strategies.

I-C-2. Adjustment to Practice

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Participates in and supports administrator team review meetings after each round of assessments. Observes teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.	Provides the resources for planning time and effective support for administrator teams to review assessment data and identify appropriate interventions and adjustments to practice. Observes administrators' efforts and successes in this area.	Suggests that administrator teams meet to review data and plan for adjustments and interventions but inadequately supports or observes this practice.	Does not support or facilitate administrator teams to review assessment data.

Indicator I-D.Evaluation

Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

I-D-1. Educator Goals

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning and district/school improvement goals and models this process through the superintendent's own evaluation process and goals. Is able to model this element.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals.	Supports administrators and administrator teams to develop professional practice, student learning and, where appropriate, district/school improvement goals but does not consistently review them for quality and/or monitor progress.	Does not support administrators to develop professional practice, student learning and/or district/school improvement goals, review the goals for quality, and/or support administrators in attaining goals.

I-D-2. Observations and Feedback

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Conducts multiple observations of support staff for whom he/she is directly responsible throughout the year to observe educator practice and provides targeted constructive feedback. Engages with all in conversations about improvement, celebrates effective practice, and provides targeted support to those whose practice is less than Proficient. Is able to model this element.	Typically conducts multiple observations of support staff for whom he/she is directly responsible every year and provides targeted constructive feedback. Acknowledges effective practice and provides redirection and support for those whose practice is less than Proficient.	Conducts infrequent observations of educational support staff for whom he/she is directly responsible to observe practice, rarely provides feedback that is specific and constructive, and/or critiques struggling educators without providing support to improve their performance.	Rarely conducts visits to observe educator practice 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 support staff for whom he/she is directly responsible understands in detail why they received their ratings and provides effective support 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 support staff for whom he/she is directly responsible understands 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 support staff for whom he/she is directly responsible.	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 support staff for whom he/she is directly responsible.

I-D-4. Alignment Review

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

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
Relies on too few data sources to represent the full picture of school or district performance, and/or does not analyze the data accurately.	May work with administrators to identify multiple sources of student learning data, but these data do not provide multiple perspectives on performance, and/or analysis of the data is sometimes inaccurate.	Engages with administrators and supports them in identifying a range of appropriate data sources and in effectively analyzing the data for decision-making purposes.	Supports administrator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school and district performance, and models effective data analysis for staff. Is able to model this element.

I-E-2. School and District Goals

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

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

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Uses multiple data source-both within the district and from outside the district-to evaluate district performance and develop a comprehensive financial model that identifies student and/or educator subgroups in need of support and prioritizes instructional resources accordingly. Monitors implementation of the model and assesses outcomes. Is able to model this element.	Uses multiple data sources to evaluate district performance and develop a financial model that identifies student and/or educator subgroups in need of support and prioritizes instructional resources accordingly.	Uses limited data sources to evaluate district performance and/or develops a financial model that reflects limited knowledge of student and/or educator subgroups in need of support and inappropriately prioritizes instructional resources to improve performance.	Uses little or no data sources to evaluate district performance and/or develops a financial model that fails to identify or prioritize resources to student and/or educator subgroups in need of support to improve performance.

Standard II: Management and Operations

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

Indicator II-A. Environment

Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.

II-A-1. Plans, Procedures, and Routines

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Establishes and supports systems, plans, procedures, and routines that empower administrators, students and staff to implement orderly and efficient student and staff scheduling (e.g. entry, dismissal, meals, class transitions). Is able to model this element.	Contributes to the development of and supports systems, plans, procedures, and routines for administrators to implement that generally ensure orderly and efficient student and staff scheduling (e.g. entry, dismissal, meals, class transitions).	Contributes to the development of and supports plans, procedures, and routines to guide administrators, but student and staff scheduling (e.g. entry, dismissal, meals, and class transitions) are not consistently orderly and/or efficient.	Does not support the district effectively for orderly and efficient movement of students and staff.

II-A-2. Operational Systems

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Creates and maintains a district 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.	Contributes to the development of and supports systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.	Contributes to the development of and supports systems and procedures that result in inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	Fails to support systems and procedures that support 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
Guides administrators and teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations. Successfully supports district-wide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element.	Supports administrator teams in developing systems and procedures for positive student behavior; provides support for appropriate training for administrators to uphold these expectations. Supports district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.	May urge administrators to demand good student behavior but allows varying standards to exist in different schools. Supports administrators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences.	Does not provide support for consistent procedures for student discipline; district disciplinary practice varies from school to school; and/or provides inconsistent support for district policies or procedures 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
Facilitates and supports through adequate funding the district's recruitment and hiring process that consistently identifies effective administrators and educators who share the district's mission and empowers administrators and faculty members to share in a structured, consistent interview process. Is able to model this element.	Facilitates and supports through adequate funding the district's recruitment and hiring process such that it consistently identifies effective administrators and educators who share the district's mission.	Supports the recruitment and hiring process but funding is inconsistent or inadequate to identify and hire effective administrators and educators.	Does not support the recruitment and hiring process.

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

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Facilitates and consistently supports the administrator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with district goals; are consistently viewed by professional personnel as effective and helpful, and provide multiple opportunities for administrator and educator growth and learning. Participates in the development of district criteria for the awarding of professional status. Is able to model this element.	Contributes to the development of and supports district-wide induction support for new administrators and teachers and/or faithfully supports the district's induction strategy; supports high-quality job-embedded professional development aligned with district goals; and supports strategies for career growth of effective professional personnel.	Contributes to the development of and supports only a limited district-wide induction program for new administrators and teachers and/or inconsistently supports the district's induction strategy; supports job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support career growth strategies for effective administrators and educators.	Does not support new administrators, provide guidance to them to support educators, support high-quality job-embedded professional development, and/or support strategies for career growth of effective educators.

Indicator II-C. Scheduling and Management Information Systems

Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.

II-C-1. Time for Teaching and Learning

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Empowers administrators and teams to contribute to the design and monitoring of district systems (e.g. facilities and HR management systems) that maximize instructional time and minimize disruptions and distractions. Is able to model this element.	Contributes to the development of and supports schedules, procedures and related systems (e.g. facilities and HR management systems) that maximize instructional time and minimize school day disruptions and distractions and consistently monitors the extent to which these systems are effective.	Supports schedules, procedures and related systems that generally act to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals. Does not monitor the extent to which these systems are effective.	Does little to support schedules, procedures or related systems that act to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.

II-C-2. Time for Collaboration

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Is transparent and forthcoming about expectations for all support staff team meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Is able to model this element.	Sets expectations for support staff team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with the team's ability to focus on the agenda during team time. Establishes norms for effective team behavior.	Sets inconsistent expectations for support staff team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success. Norms for team behavior are unclear and/or not consistently practiced.	Sets unrealistic expectations for support staff team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities. Does not establish norms for the administrator team meetings.

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
Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, procurement processes and collective bargaining agreements. Is able to model this element.	Understands and complies with state and federal laws and mandates, school committee policies, procurement processes and collective bargaining agreements. Provides the resources and support to ensure district-wide compliance.	May know state and federal laws and mandates, school committee policies, procurement processes 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, procurement processes or collective bargaining agreements.

II-D-2. Ethical Behavior

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, 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 administrator, student, family, and staff confidentiality appropriately; and expects all district personnel to reflect this practice.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect administrator, student, family, and staff confidentiality appropriately.	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect administrator, student, family, and/or staff confidentiality.

II-D-3. Risk Assessment & Management

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Ensures that a comprehensive risk management program is in place and regularly implements programmatic changes consistent with legal requirements and district needs; regularly communicates components of risk management program to all stakeholders. Is able to model this element.	Ensures that a comprehensive risk management program is in place; recommends programmatic changes consistent with legal requirements and district needs; communicates the risk management program to all stakeholders.	Ensures that a risk management program is in place, but program may be insufficient with regard to the district's scope of need; inconsistently recommends programmatic changes consistent with legal requirements and district needs; communicates the risk management program to some but not all stakeholders.	Does not ensure that an adequate risk management program is in place; fails to ensure that risk management program meets legal requirements and district needs; does not communicate the risk management program to appropriate stakeholders.

II-D-3. Risk Assessment & Management

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Ensures that a comprehensive risk management program is in place and regularly implements programmatic changes consistent with legal requirements and district needs; regularly communicates components of risk management program to all stakeholders. Is able to model this element.	Ensures that a comprehensive risk management program is in place; recommends programmatic changes consistent with legal requirements and district needs; communicates the risk management program to all stakeholders.	Ensures that a risk management program is in place, but program may be insufficient with regard to the district's scope of need; inconsistently recommends programmatic changes consistent with legal requirements and district needs; communicates the risk management program to some but not all stakeholders.	Does not ensure that an adequate risk management program is in place; fails to ensure that risk management program meets legal requirements and district needs; does not communicate the risk management program to appropriate stakeholders.

Indicator II-E. Fiscal Systems

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

II-E-1. Budget Development

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Develops a budget through an open, participatory process that includes all relevant stakeholders and meets all statutory requirements; budget is complete, clearly written, highly transparent, provides comprehensive analysis linking spending to student outcomes, and demonstrates how funding will further the district's vision, mission, and goals. Is able to model this element.	Develops a budget through a participatory process that includes all relevant stakeholders and meets all statutory requirements; budget is complete, clearly written and aligned with the district's vision, mission, and goals.	Develops a budget through a process that includes limited participation from relevant stakeholders; budget requires some revision in order to meet statutory requirements; budget is readable but is not consistently clear and aligned with the district's vision, mission, and goals.	Does not encourage stakeholder participation in the budget making process or develops a budget that meets few if any statutory requirements; budget is not clearly written or aligned with the district's vision, mission, and goals.

II-E-2. Allocation of Resources

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Proposes allocation of existing resources and identifies new resources to meet the differentiated needs of all students and educators; ensures educationally sound programs and quality facilities; uses budget limitations to create new opportunities for improvement, when possible. Is able to model this element.	Proposes allocation of all existing resources to meet the differentiated needs of all students and educators; ensures educationally sound programs and quality facilities.	Inconsistently proposes allocation of existing resources that inconsistently meets the differentiated needs of all students and educators; inconsistently ensures educationally sound programs and quality facilities.	Proposes an allocation of existing resources that does not meet or meets in a limited way the differentiated needs of all students and educators; does not ensure educationally sound programs and quality facilities.

II-E-3. Financial Management and Oversight

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Continuously tracks and analyzes district expenditures and regularly reports on how those expenditures impact student outcomes; identifies ineffective internal controls and works to improve their effectiveness or implement new and improved controls; consistently meets or exceeds all statutory reporting requirements; identifies ways to improve auditing program and practices and implements highly effective auditing programs. Is able to model this element.	Tracks, analyzes, and regularly reports on district expenditures; maintains proper internal controls; meets all statutory reporting requirements; and implements an effective and compliant auditing program.	Tracks district expenditures and occasionally reports on expenditures; maintains some internal controls; meets most statutory reporting requirements but not always in a timely fashion; inconsistently implements effective and compliant auditing programs.	Does not track, analyze or report on district expenditures; does not maintain proper or effective internal controls; frequently fails to meet statutory reporting requirements or deadlines; does not implement effective or compliant auditing program.

II-E-4. Accounting and Payroll Administration

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Identifies ineffective accounting and payroll practices and procedures and works to improve their effectiveness or implement new practices and procedures. Ensures staff is knowledgeable and competent in the accounting and payroll functions they perform, and continually works to increase their knowledge and competence through training. Identifies and implements ways in which policies and procedures can be more clearly articulated and documented. Is able to model this element.	Manages and oversees effective accounting and payroll practices and procedures and ensures staff is knowledgeable, competent, and sufficiently trained in the accounting and payroll functions they perform. Ensures policies and procedures are clearly articulated and documented.	Manages and oversees accounting and payroll practices and procedures but does not work to improve their effectiveness. Ensures most district staff are competent in the accounting and payroll functions they perform, but does not identify or implement training and development opportunities for employees. Some but not all policies and procedures are articulated and documented.	Inconsistently manages and oversees effective accounting and payroll practices and procedures. Does not ensure that staff is competent in the accounting and payroll functions they perform, and does not identify or implement training and development opportunities for employees. Does not ensure that policies and procedures are clearly articulated and documented.

II-E-5. Purchasing Administration

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Identifies ineffective purchasing practices and procedures and works to improve their effectiveness or implement new practices and procedures. Ensures staff is knowledgeable and competent in the purchasing functions they perform, and continually works to increase their knowledge and competence through training. Identifies and implements ways in which policies and procedures can be more clearly articulated and documented. Ensures a commitment to fiscal responsibility and sustainability at all levels. Is able to model this element.	Manages and oversees effective purchasing practices and procedures and ensures staff is knowledgeable, competent, and sufficiently trained in the purchasing functions they perform. Ensures that policies and procedures are clearly articulated and documented. Demonstrates a commitment to fiscal responsibility at all levels.	Manages and oversees purchasing practices and procedures but does not work to improve their effectiveness. Ensures most staff is competent in the purchasing functions they perform, but does not identify or implement training and development opportunities for employees. Some but not all policies and procedures are articulated and documented. Demonstrates fiscal responsibility in most but not all areas	Inconsistently manages and oversees purchasing practices and procedures. Does not ensure that staff is competent in the purchasing functions they perform, and does not identify or implement training and development opportunities for employees. Does not ensure that policies and procedures are clearly articulated and documented. Does not demonstrate a commitment to fiscal responsibility.

II-E-6. Resource Management

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Implements policies and procedures to more effectively pursue external financial resources; develops the resources and capabilities of the district to pursue external funding; effectively manages the use of state and federal grants, and tuition and fee revenue received. Is able to model this element.	Effectively pursues external financial resources; manages the use of all state and federal grants, and tuition and fee revenue received.	Pursues limited external financial resources in relation to external resources available; manages the use of most state and federal grants, and tuition and fee revenue received.	Does not pursue external financial resources; does not adequately or appropriately manage the use of state and federal grants, and tuition and fee revenue received.

Standard III: Family and Community Engagement.

Promotes the learning and growth of all students through effective partnerships with families.

Indicator III-A. Engagement

Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community.

III-A-1. Family Engagement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to district, classroom, school, and community effectiveness. Works with administrators, 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.	Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English.	May provide some resources and support and make some attempts to welcome families as members of the district, 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 district, classroom or school community or tolerates an environment that is unwelcoming to some families.

III-A-1. Parent/Family Engagement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Successfully engages most families and sustains their active and appropriate participation in the classroom and school community through effective communication, collaboration and information sharing for parents and diverse audiences. Has knowledge of varied models and strategies to promote effective engagement. Is able to model this element.	Uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community through effective communication, collaboration and information sharing for parents and diverse audiences.	Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning. Exhibits limited attention to communicating and information sharing for parent and diverse audiences.	Does not welcome families to become participants in the classroom and school community or actively discourages their participation.

Indicator III-B. Sharing Responsibility

Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.

III-B-1. Student Support

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the district. Is able to model this element.	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district.	Provides minimal resources and support to enable administrators to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources.	Does not support administrators and educators to identify student needs or work with administrators to support families to address student needs.

III-B-2. Community Collaboration

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Regularly provides comprehensive, actionable information to community stakeholders about supporting student learning at school and in the community, including students with limited English proficiency and/or students with disabilities. Is able to model this element.	Regularly engages community stakeholders with information about supporting student learning at school and in the community, including appropriate adaptation for students with disabilities or limited English proficiency.	Occasionally engages community stakeholders with information about supporting student learning needs at school and in the community, and/or supporting their children with disabilities or limited English proficiency.	Does not engage community stakeholders with information about ways to support student learning at school and in the community.

Indicator III-C. Communication

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

III-C-1. Culturally Proficient Communication

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

III-C-2. Public Communication

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Regularly communicates with the public using two-way communication channels and solicits feedback that informs improvement to communication plans; regularly participates in public hearings, school committee meetings and other public forums about the fiscal status of the school and/or district; makes publicly available and accessible the district's spending plan and/or budget; produces financial reports that are clear, accurate, and accessible to multiple stakeholders. Is able to model this element.	Regularly communicates with the public using two-way communication channels; regularly participates in public hearings and school committee meetings about the fiscal status of the school and/or district; makes publicly available and accessible the district's spending plan and/or budget; produces financial reports that are clear and accurate.	Communication with the public primarily occurs through reports or other one-way media; occasionally participates in public hearings and school committee meetings about the fiscal status of the school and/or district; makes publicly available and accessible the district's spending plan and/or budget; produces financial reports that lack clarity and/or accuracy.	Communication with the public is nonexistent or highly infrequent; rarely participates in public hearings and school committee meetings about the fiscal status of the school and/or district; does not make the district's spending plan and/or budget publicly available and accessible; does not produce financial reports.

Indicator III-D. Family Concerns

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

III-D-1. Family and Community Concerns

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Develops and maintains open and clear lines of communication with parents, staff, administration, and the public for purposes of addressing family and community concerns. Introduces and utilizes new forms of family and community communication. Works with families to increase equity in schools. Is able to model this element.	Develops and maintains clear lines of communication with parents, staff, administration, and the public for purposes of addressing family and community concerns. Reaches out to families as concerns arise and promotes equitable solutions in the best interest of students.	Inconsistently develops and maintains open and clear lines of communication with parents, staff, administration, and the public for purposes of addressing family and community concerns. Reaches out to families only when major concerns arise and may not consistently promote equitable solutions in the best interest of students.	Does not develop or maintain open and clear lines of communication with parents, staff, administration, and the public for purposes of addressing family and community concerns. Does not reach out to families as concerns arise and does not promote equitable solutions 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 service, teaching and learning with high expectations for achievement for all.

IV-A-1. Commitment to High Standards

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Contributes to the development of and participates in a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Is able to model this element.	Participates in a shared commitment to high standards of teaching and learning with high expectations for achievement for all.	Acknowledges a shared 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 share or encourage high standards of teaching and learning or high expectations for achievement, and/or may demonstrate low expectations for faculty and staff.

IV-A-2. Mission and Core Values

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Contributes to the development of core values and mission statements, shares these statements with families and the school district community, and uses them to guide decision making. Is able to model this element.	Participates in the development of, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.	May contribute to the development of core values and mission statements but rarely uses them to guide decision making.	Does not share or promote core values and mission statements for the school and district.

V-A-3. Meetings

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Plans and facilitates engaging team meetings in which participants learn together and create solutions to instructional leadership issues. Team has established norms for behavior and consistently adheres to them. Consistently evaluates the effectiveness of the team meetings. Is able to model this element.	Plans and leads well-run and engaging team meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for team behavior.	May lead team meetings that include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms.	Leads team 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. Professional Learning and Growth

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction, academic support, and leadership (through the use of supervision and mentorship opportunities) and maintains professional development requirements needed for DESE certification/licensure. Is able to model this element.	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities, and maintains professional development requirements needed for DESE certification/licensure.	Inconsistently participates in required professional development and learning activities and/or inconsistently or inappropriately applies new learning to improve practice.	Fails to participate in any professional development and learning opportunities to improve practice and/or applies little new learning to practice.

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 practice and achieve improved results. Models these behaviors in the administrator's own practice.

IV-D-1. Continuous Learning of Staff

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Models for support staff how to reflect on their work as well as the effectiveness of interactions with faculty and students and uses data, research, and best practices to adapt practice to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.	Leads support staff to reflect on their work as well as the effectiveness of interactions with faculty and students. Ensures that staff uses data, research, and best practices to adapt practice to achieve improved results.	May encourage support staff to reflect on their work as well as the effectiveness of interactions with faculty and students; encourages staff to use data and best practices to adapt practice, but does not engage with or support staff around these practices.	Works largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and 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 efficiency and practice.	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 postsecondary education and become a responsible citizen and global contributor.

IV-E-1. Shared Vision Development

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Engages administrators, 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.	Continuously engages with administrators, staff, students, families, and community members in promoting a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.	Engages administrators, staff, students, families, and community members in promoting a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	Does little to engage stakeholders in the promotion 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 or 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. Supports professional development for the administrator team to build these conflict resolution strategies. 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. Models this practice for others.	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 and supports administrators 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. Models this behavior for others.	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 district community around critical school decisions, while encouraging dialogue and different points of view. Is able to model this element.	Builds consensus within the school district community around critical school decisions, employing a variety of strategies.	Employs a limited number of strategies to build consensus within the school district community, with varying degrees of success.	Does not attempt to build consensus within the district community, or attempts at consensus-building around critical school decisions are unsuccessful.