

The purpose of the Rubric quality statements that build cumulatively from the Effective ratings and are included in the Distinguished ratings.

<b>Domain 1: Strategic Leadership</b>				
A Strategic leader facilitates the development and implementation of a shared vision of learning and growth of all students.				
Elements	Distinguished	Effective	Approaching	Not Meeting
Element 1: Shapes a collective vision that is shared and supported by stakeholders	Ensures that the school's identity (vision, mission, values, beliefs and goals) drive decisions and informs the culture of the school. Creates a sense of co-accountability for the achievement of goals that lead to shared responsibility across all stakeholders for outcomes.	Collaboratively develops a motivating, shared vision and mission that is the driving force behind initiatives that help students achieve. Regularly and strategically aligns actions with values and goals and makes actions transparent.	Occasionally creates milestone goals aligned to vision and mission of the school. Articulates shared values and goals and occasionally aligns action with stated values and goals.	Rarely articulates shared values and goals. May not recognize identify problems or areas of concern. Develops his/her own vision and may not understand the connection between the vision, values and goals of the schools.
Element 2: Builds capacity in others within the educational community	<p>Embeds a distributed leadership model into the decision-making process that is consistent and understood by all stakeholders</p> <p>Develops proactive plans for succession planning in the event of leadership turnover.</p> <p>Purposefully seeks out various leaders with diverse voices for collaborative processes and actively develops their capacity.</p>	<p>Ensures decision-making process and rationale are transparent and Understands when it is appropriate to own, share, delegate or engage others in decision-making.</p> <p>Ensures parents/guardians, community members and students (when appropriate) have autonomy to make decisions and supports the decisions made as part of the collective decision-making process.</p> <p>Routinely identifies and provides opportunities to mentor, guide, and develop emerging leaders. Models the leadership behavior he/she expects to see in others and provides feedback to develop leadership capacity.</p>	<p>Struggles to understand when to be collaborative and when to make decisions unilaterally in the best interest of the school.</p> <p>Involves parents/guardians, community members and students (when appropriate) in decisions about school governance, curriculum and instruction.</p> <p>Provides limited leadership opportunities for others and/or develops leadership capacity among only a select few.</p>	<p>Owens decisions in the building, and does not actively collaborate or build capacity with staff in reaching agreement.</p> <p>Does not establish a structure for conversation, shared decision-making or input from a variety of stakeholder groups.</p> <p>Does not provide leadership opportunities for others and/or delegates leadership without clear criteria for identification.</p>
Element 3: Adapts and provides leadership and clear role definition to lead change in a specific school/work context	<p>Creates a culture that embraces change and supports appropriate risk-taking.</p> <p>Systemically challenges the status quo by leading change initiatives</p>	<p>Uses a number of leadership strategies skillfully; exercises good judgment about the appropriate style to use.</p> <p>Recognizes that real change is not about technical shifts but about</p>	<p>Attempts to use different leadership approaches depending on the situation; understands the strengths and drawbacks of different approaches.</p> <p>May value change but may not understand the difference between</p>	<p>Is not open to change. Does not regularly assess needs of school community or adapt leadership style and actions to meet needs of the school community and staff</p> <p>Demonstrates limited understanding about various district and state</p>

	<p>and creating a flexible culture that encourages innovative thinking to meet the changing needs of the school community.</p> <p>Remains calm, constructive and optimistic despite resistance, setbacks or failures.</p> <p>Proactively utilizes his/her own understanding about various district and state policies while motivating others to commit, take action and achieve results</p> <p>Engages others through considering differing perspectives, balancing advocacy with inquiry, addressing conflict, and finding common ground.</p>	<p>commitment to a new way of doing things. Models resiliency and is successful in an environment where change is the norm and ambiguity is often present. Helps others develop strategies to cope with change and ambiguity.</p> <p>Consistently remains calm, constructive and optimistic despite resistance, setbacks or failures.</p> <p>Consistently is proactive and utilizes his/her own understanding about various district and state policies while motivating others to commit, take action and achieve results</p> <p>Consistently engages others through considering differing perspectives, balancing advocacy with inquiry, addressing conflict, and finding common ground.</p>	<p>technical changes and change that involve commitment and a shift in beliefs. Is comfortable with ambiguity and is somewhat effective at driving change. Develops his/her own understanding about those changes, which may be incorrect. Seeks to learn more about how to support change and how to make sense of change in the context of his/her school community.</p> <p>Is usually calm, constructive and optimistic despite resistance, setbacks, or failures.</p> <p>Occasionally utilizes his/her own understanding about various district and state policies while motivating others to commit, take action and achieve results</p> <p>Occasionally engages others through considering differing perspectives. May have trouble balancing advocacy with inquiry, addressing conflict, and finding common ground.</p>	<p>policies, as well as the need for change management. Fails to recognize need for change in the school environment, regardless of learning dynamics.</p> <p>Does not remain calm or constructive when confronted with resistance, setbacks, or failures.</p> <p>Does not utilize his/her own understanding about various district and state policies. Does not motivate others to commit or take action.</p> <p>Does not consider others' differing perspectives. Does not balance advocacy with inquiry. Does not address conflict, and can not find common ground.</p>
<p>Element 4: Uses multiple measures of data to guide and monitor decisions, actions, and outcomes</p>	<p>Builds the capacity of staff to collaboratively and continuously analyze summative and interim student learning outcomes, predictive indicators, and school practices to diagnose the current state of the school and to inform decision-making processes</p> <p>Engages all staff in analyzing disaggregated student-specific data to determine appropriate differentiations and interventions based on individual students' learning needs that will close achievement gaps; works with staff to use data to make frequent updates to the intervention plan for students or sub groups not making progress.</p>	<p>Engages school leaders in a comprehensive diagnosis of the school's strengths and growth areas by analyzing student outcomes and school practices to diagnose the current state of the school and to inform decision-making processes.</p> <p>Focuses staff on analyzing disaggregated student-specific data to determine appropriate differentiations and interventions; uses data to make updates to the intervention plan for students or sub groups not making progress.</p>	<p>Confers with a subset of the leadership team to review summative student achievement results and selected school practices, but omits key data that would support an accurate diagnosis of the school.</p> <p>Provides limited support for differentiation in instruction and implements academic interventions for high need students; implements limited adjustments to interventions.</p>	<p>Completes a cursory review of the school's weaknesses using annual student achievement results.</p> <p>Rarely attempts to ensure that instruction is differentiated based on student need or that students receive appropriate interventions</p>

<p>Element 5: Allocates and aligns fiscal, operational, and educational resources effectively to cultivate and support student learning goals.</p>	<p>Creatively leverages and maximizes school and district resources such as budget on time, to ensure a focus on the school and/or organization's goals</p> <p>Actively seeks and procures extra resources to enhance instruction and the achievement of all students.</p>	<p>Allocates all resources in alignment with school priorities; seeks external resources to fill any existing gaps , and is effective in taking care of lower priority items.</p> <p>Monitors the extent to which the resources and efficiencies enhance instruction and the achievement of all students.</p>	<p>Attempts to manage budget effectively to meet schools priorities. May be slightly over budget; understands basic principles of budget management.</p> <p>Aligns the fiscal, operational and educational resources necessary to support effective teaching and learning.</p>	<p>Allocates resources to initiatives that do not align with school goals. Does not seek to leverage available district resources. Fails to spend time on school's core mission.</p> <p>Attempts to align the fiscal, operational and educational resources necessary to support effective teaching, but does not complete the task, does so partially, or does not attempt to do so.</p>
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**Examples of Evidence:**

- Staff can clearly articulate the Vision and give examples of how the Instructional Program that supports the Vision.
- There is a clear system to build staff capacity to understand and participate in decision-making and plan development and implementation.
- The plan and budget demonstrate the allocation of resources is aligned with the plan(s) and support implementation.
- Process to analyze risk
- Protocols and processes to diagnose the current state of the school (including review of data, school practices, and instructional practices) are clear and transparent to all staff
- Specific student outcome targets, clear milestones, and benchmarks to track student outcomes and school practice implementation for each grade and sub-group.
- Short and medium-term action plans to address on-going areas of concern and celebrates areas of success, developed by the Leadership Team.
- Strategic plan priorities are public—stakeholders share a common understanding of short and long term milestones and goals
- Regular checks of Process Performance; determine what improvements will boost successful planning and implementation
- Documentation that teacher leaders and members of the leadership team focus weekly discussions on learning outcomes
- Data that is used and reviewed in every teacher team meeting to improve instruction, to determine differentiation, and to drive re-teaching
- Attributes and data related to the success of a secondary student performance tracking with a system to ensure that they remain “on track” to graduate in four years
- Data to show that students receive rapid, data-driven interventions matched to current needs
- Updated Intervention assignments and schedules that to reflect frequent assessment of student needs and progress

## Domain 2: Instructional Leadership

An Instructional leader shapes a collaborative culture of teaching and learning, guided by professional standards focused on students and professional growth.

Elements	Distinguished	Effective	Approaching	Not Meeting
Element 1: Guides, coaches, monitors, and evaluates the implementation of standards-based curriculum, instruction and assessments	<p>Builds the capacity of staff to effectively develop, adapt, and implement rigorous curriculum aligned to Common Core and state standards and to effectively implement a variety of rigorous strategies and pedagogical methods that meet student needs and drive student learning;</p> <p>Builds capacity for staff to analyze standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; implements ongoing systems to review and improve unit and lesson plans based on student outcomes.</p>	<p>The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards and monitors the extent to which the curriculum is delivered and the assessments properly administered to meet student learning needs.</p> <p>Consistently builds capacity for staff to analyze standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; implements ongoing systems to review and improve unit and lesson plans based on student outcomes.</p>	<p>Instructional leaders ensure that specific evaluation data are collected on each teacher regarding their implementation of standards-based curriculum, instruction, and assessments, and that these data are gathered from multiple sources.</p> <p>Works to build capacity for staff to analyze standards, curricula. May need help aligning assessments to standards-based lesson and unit plans linked to year-end goals; tries to implement ongoing systems to review and improve unit and lesson plans based on student outcomes.</p>	<p>Allows/permits or is unaware of staff use of misaligned curriculum, including units and lessons that are disconnected from year-end goals. Rarely uses data appropriately to evaluate instruction or prioritize needs.</p> <p>Does not build capacity for staff to analyze standards, curricula, and aligned assessments or to develop and implement standards-based lesson and unit plans linked to year-end goals. Does not implement ongoing systems to review or improve unit and lesson plans based on student outcomes.</p>
Element 2: Drives instructional decisions and professional development with multiple measures including student achievement data	<p>Incorporates the use of data into the daily life of the school, consistently working with staff to track and analyze a variety of metrics against goals to continually improve teaching; regularly conducts and participates in</p>	<p>Uses multiple sources of data to monitor instruction, identify student outcome trends, and prioritize needs; creates system for consistent data monitoring and uses data to inform continuous improvement.</p>	<p>Uses limited forms of data and does not ensure consistent data collection for data analysis; draws conclusions about instruction with limited data.</p>	<p>Does not use data to focus instructional decisions on student achievement; staff does not recognize achievement gaps.</p>
Element 3: Supports teachers actively in planning and implementing high quality 21 <sup>st</sup> century instruction and effectively ensures quality instructional time	<p>Builds the capacity of staff to effectively implement a variety of rigorous strategies and pedagogical methods that meet student needs and drive student learning; adapts instruction and assessments to ensure that all students master content.</p>	<p>Supports staff in effectively implementing a variety of rigorous strategies and pedagogical methods that meet student needs and drive student learning.</p>	<p>Provides staff limited support in the use of instructional strategies that support student learning; identifies adaptations to instructional practices and assessments with limited implementation.</p>	<p>Rarely ensures instructional strategies support student learning; rarely adapts instructional practices.</p>
Element 4: Demonstrates knowledge of instruction, curriculum, and assessment	<p>The school leader ensures increasingly focused and efficient instruction of the curriculum in response to school assessment and other evidence-based data.</p>	<p>Monitors the extent to which the essential elements are few enough to allow adequate time for teachers and students to learn them.</p>	<p>The school leader attempts to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified.</p>	<p>May attempt to ensure that the written curriculum has been unpacked, but does not complete the task, does so partially, or the school leader does not attempt to do so.</p>

<p>Element 5: Implements programs and systems to meet individual student needs and the needs of significant sub-groups with priorities identified at the Federal, State, District and site levels in accordance with site plan(s).</p>	<p>Makes known urgency of any achievement gaps and all staff are active in reducing those gaps and builds systems for sustainability to ensure full implementation of English language proficiency standards school-wide.</p> <p>Is knowledgeable about and builds a system of supports for teachers in the implementation of EL Master Plan.</p> <p>Always works to provide awareness of performance standards for all students. Implementation and full understanding of initiatives is always high among staff. Is able to ensure school wide understanding about supports and promote student growth to the next level of progress.</p> <p>Always seeks for and utilizes a full range of available support and guidance services, assembles teams to assess student support needs, and aligns intervention, guidance and counseling with the school mission and goals</p>	<p>Understands and communicates the urgency for narrowing the achievement gap, and ensures that language learning is a developmental process and students are supported in their learning. Supports the curricular staffing and makes appropriate use of their staffing to meet the needs of all students,</p> <p>Is committed, understands, and ensures educational access for learning opportunities for all students using data driven decision making based on best practice for diverse learners and system for sustainability.</p> <p>Consistently provides awareness of performance standards for all students. Consistently supports implementation and a full understanding is shared among staff. Consistently works to ensure school wide understanding about supports, and promotes student growth to the next level of progress.</p> <p>Utilizes a full range of available support and guidance services, assembles teams to assess student support needs, and aligns intervention, guidance and counseling with the school mission and goals</p>	<p>Values the urgency for narrowing the achievement gap of significant sub groups, but may not communicate this value with all the members of the school community. Staffing and resources may not be sufficiently trained or supported.</p> <p>Promotes educational access through learning opportunities but does so inconsistently or fails to regularly ensure students' access to grade level curricular content, but is aware of instructional data and makes some decisions based on that data. Encourages English learning and language proficiency understanding in some content areas but school-wide implementation inconsistent or not a priority.</p> <p>Provides awareness of performance standards for all students, but implementation and full understanding is inconsistent among staff. Often fails to ensure school wide understanding about supports, and/or fails to promote student growth to the next level of progress.</p> <p>Creates general student support services and continues to learn about resources beyond the school system.</p>	<p>English language performance standards are rarely, or unevenly implemented or understood among staff. Goals are not implemented to support needs of significant subgroups. Resources or staffing are inconsistent throughout the school. Numbers or staff are insufficiently trained to meet the needs of all students.</p> <p>English learners are not a priority. Does not promote or encourage understanding English learners' needs. May not understand language proficiency programs to support staff in using data to adapt instruction.</p> <p>Does not provide adequate awareness of performance standards for all students. Has difficulty with implementation and full understanding is inconsistent among staff. Does not promote school wide understanding about supports, and/or fails to promote student growth to the next level of progress.</p> <p>Does not create a general student support services and is unsuccessful identifying and using resources beyond the school system.</p>
<p>Element 6: Applies teacher and staff performance systems in a way that ensures a culture of continuous improvement, support and accountability</p>	<p>Creates systems for teachers to provide feedback to one another and to discuss their strengths and areas of</p>	<p>Provides opportunities for differentiated professional development according to</p>	<p>Attempts to create an environment of learning and creates multiple methods for</p>	<p>Accepts status quo regarding state of the learning environment, and has not established methods for meeting with</p>

	<p>growth with one another, not just the principal.</p> <p>Intentionally develops systems for reflective feedback to identify areas of continued professional growth.</p> <p>Initiates professional conversations leading to specific strategies for growth in identified areas. Provides consistent support through the school's professional development plan and individual coaching and mentoring opportunities. Pays special attention to supporting new teachers with specific strategies designed to induct them into the school culture of self-reflection.</p> <p>Makes certain that performance conversations and aligned professional development prepare and give teachers the tools to meet the needs of all diverse learners, including linguistically diverse students, students with disabilities, and gifted and talented students.</p>	<p>teachers' needs.</p> <p>Facilitates reflective feedback conversations with teachers in order that teachers articulate their strength and discover their areas for growth.</p> <p>Adjusts the direction and questioning in reflective feedback conversations according to teacher's level of self-reflection. Aligns school professional development plan to data collected through performance management process. Understands and ensures that new teachers are supported throughout the school year.</p> <p>Connects performance conversations with aligned professional development to provide teachers the tools to meet the needs of all diverse learners, including linguistically diverse students, students with disabilities, and gifted and talented students.</p>	<p>meeting with teachers, sharing expectations, providing feedback, and checking for understanding.</p> <p>Deliberately organizes the learning environment with staff accountability. Establishes clear expectations for staff performance and sometimes utilizes observation evidence to professional patterns. S in mind.</p> <p>May use observation information and instructional framework to identify areas for growth, and may use the school's professional development plan. Sometimes coaches instructional staff for improvement in delivery of instructional content, but may not have an established process for doing so. May not support new teachers adequately.</p> <p>Understands the urgency of connecting performance conversations and professional development, but may not be able to provide teachers with all the tools to meet the needs of all diverse learners, including linguistically diverse students, students with disabilities, and gifted and talented students.</p>	<p>teachers, sharing expectations, or providing feedback to teachers regarding performance.</p> <p>Organizes the learning environment with staff convenience in mind. Does not establish clear and consistent expectations for staff performance and accountability. Rarely utilizes observation evidence effectively to identify professional patterns.</p> <p>Does not identify areas for growth for teachers, or pathways for improvement. Does not coordinate the school's professional development plan to align with needs.</p> <p>Does not implement strategies to equip all teachers with the tools to meet the needs of all diverse learners, including linguistically diverse students, students with disabilities, and gifted and talented students.</p>
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### Examples of Evidence:

Attributes of Instructional System that supports the full implementation of Common Core content standards and 21<sup>st</sup> Century skills

Documentation of specific capacity building strategies

Attributes the System that specifically ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college readiness track.

Student data that is collected and a plan to align professional development with the needs of staff to improve learning with a attention to underserved students

Multiple measures of data on the impact of programs and how they align with student needs

Data used to support instructional decisions throughout the year, including student grouping/differentiation and targeting for interventions, are based on periodic assessments, classroom tests, and teacher designed tests

Lesson plans, unit plans, and curricular materials that demonstrate curriculum and assessment coordination and alignment to Common Core content standards and 21<sup>st</sup> Century skills

Rigorous course content is accessible to all students includes scope & sequence, performance tasks, Problem Based Learning, differentiated toolkit, and essential standards

Domain 3: Managerial Leadership				
A Managerial leader administers all aspects of the organization to cultivate a safe, clean and productive learning and working environment.				
Elements	Distinguished	Effective	Approaching	Not Meeting
Element 1: Oversees functional, safe and clean facilities	Works to coordinate the necessary support with Maintenance and Operations to ensure an optimal learning environment for all stakeholders.	Communicates the physical needs of the school site with site staff and always expresses needs to Maintenance and Operations.	Communicates the physical needs of the school site with site staff and usually expresses needs to Maintenance and Operations.	Has little awareness of the physical needs of the school grounds and seldom acts on the needs when brought to his/her attention.
Element 2: Facilitates safe, fair, and respectful learning environments that meet the intellectual linguistic, cultural, social-emotional and physical needs of each learner and stakeholders	Ensures rules and procedures are reviewed and updated to ensure a safe and orderly school environment and the perception of such by students, parents, and the community.	Ensures that well-defined routines and procedures are in place that lead to orderly conduct; monitors the extent to which students, parents and the community share the perception that the school environment is safe and orderly.	Ensures that well-defined routines and procedures are in place that lead to orderly conduct.	Attempts to ensure that well-defined routines and procedures are in place that lead to orderly conduct, but does not complete the task, does so partially, or does not attempt to do so.
Element 3: Recruits, hires, places, supports, and retains staff in alignment with effective implementation of the school plan	Identifies multiple pipelines within and beyond the district for high quality recruits; engages all staff in developing and implementing clear, specific selection criteria and hiring processes; proactively identifies vacancies to inform selection; fills vacancies early to ensure the school has a diverse expertise and skill set; builds the capacity of staff to lead and participate in selection, hiring, and induction process.	Identifies recruits within and beyond the district for high quality recruits; develops clear selection criteria and hiring processes; identifies and fills vacancies early to ensure the school has diverse expertise and skill set; involves teacher leaders and the leadership team in selection, hiring, and induction process.	Utilizes district resources to identify high quality recruits; drafts a basic criteria for selecting and hiring staff; includes some members of the leadership team in selection and hiring process.	Ineffectively utilizes district resources to identify recruits; implements selection criteria that differs by applicant; rarely involves others in the hiring or selection process
Element 4: Utilizes effective conflict management and resolution processes	<p>Demonstrates capacity to analyze, synthesize, and promote coherence in spite of lack of agreement and seeks out creative solutions focused on the best interests of students..</p> <p>Creates a culture that promotes a sense of efficacy, welcomes diverse perspectives and transforms disagreement into opportunity.</p> <p>Consistently reads situational and group</p>	<p>Resolves school-based conflicts by providing opportunities for staff members to express opinions contrary to those of authority and monitors staff responses to ensure that all interests and opinions are heard and respected.</p> <p>Mediates tensions that may exist between school staff and outside organizations such as the community or central offices by helping all parties see diverse perspectives</p> <p>Recognizes diverse school communities,</p>	<p>Demonstrates awareness of potential problems and creates processes to resolve problems and/or areas of conflict within the school</p> <p>Inconsistently addresses tensions that exist between school staff and outside organizations leading at times to increased anxiety.</p> <p>May initially encourage individual</p>	<p>Does not demonstrate an awareness of potential problems and/or areas of conflict within the school</p> <p>May create or add to tensions that exist between school staff and outside organizations such as the community or central offices by ignoring or “taking sides” on various issues</p> <p>May not consider all voices in a</p>

	dynamics and adapts accordingly. Obstacles and consequences are anticipated before decisions are made. Able to anticipate and overcome resistance and models using conflict, resistance, setbacks and failure as an opportunity to learn and grow.	is able to effectively navigate cross-culturally and considers and prepares for potential obstacles. Use knowledge of group dynamics and encourages multiple perspectives from a variety of voices.	and/or group problem solving, but resolution may not be a result of collaboration. Attempts to adapt appropriately to group dynamics, unique needs of a situation or perspectives of a particular audience. Decisions may take the situation into account but may not reflect true understanding.	situation of conflict, and has not established that the learning community can safely question assumptions or present conflicting opinions. Is unable to adapt appropriately to group dynamics and makes decisions despite the situation
Element 5: Communicates systematically with stakeholders	Creates a school-wide culture in which all parties make themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors.	Develops meaningful processes for two-way, equitable communication systems with stakeholders, and is committed to upholding communication timelines and protocols, and to using a variety of media to communicate. Adjusts his/her style accordingly to meet needs; frequently and deliberately checks for mutual understanding and solicits feedback from others.	Attempts to develop functional processes for gathering and transmitting information to/from stakeholders and systems may not be consistent or reliable in transmitting information.	Rarely communicates with students, staff, parents and community outside of necessary interactions.

**Examples of Evidence:**

- Documentation that the site meets all the standards for a safe and sanitary environment for students and adults
- School wide policies, procedures, and programs designed to create and maintain a quality learning environment (eg: PBIS)
- Policies and procedures that demonstrate process used to select and place staff to best support students and plan implementation
- Data on teacher retention
- Is able to cite situations that called for conflict management and resolution processes were uses/successful
- Documentation of successful the two-way communication strategies used to communicate with different stakeholder groups

Domain 4: Extended Leadership

An Education leader collaborates with the academic community, families, and other stakeholders in leveraging community resources that promote and support the varied needs of students.

Elements	Distinguished	Effective	Approaching	Not Meeting
Element 1: Develops two-way communication with families about school events, student learning, and achievement.	<p>Has established networks and channels of communication in the community to support school outcomes and to make the school a viable part of the community.</p> <p>Engages in frequent professional and culturally sensitivity two-way communication about site events, programs, student learning, and parent concerns in a pro-active, timely manner.</p>	<p>Utilizes district and community vehicles for communication regarding school outcomes, events and celebrations. Proactively invites community and district leaders to events to highlight school achievements.</p> <p>Initiates communication with parents about students' progress on a regular basis, respecting cultural norms. Responds to parent concerns in a timely and culturally respectful manner.</p>	<p>Sporadically utilizes district and community vehicles for communication regarding school outcomes, events, and celebrations.</p> <p>Adheres to the school's required procedures for communicating with families in a superficial or cursory manner; responses may reflect occasional insensitivity</p>	<p>Does not attempt to communicate school outcomes with all community members.</p> <p>Provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families. Responds irregularly, often with insensitivity to parent concerns about students.</p>
Element 2: Equips families with a variety of strategies to support their child's success and college and career readiness.	<p>Is highly effective and works collaboratively with parents to identify appropriate strategies to support their child's success and college-readiness. Uses outside resources. Empowers students to use strategies with their parents.</p>	<p>Provides parents with strategies to support their child's success and college-readiness including outside resources.</p>	<p>Provides parents with limited strategies to support their child's success and college-readiness without outside resources. The leader demonstrates knowledge of resources for students available through the school or the district.</p>	<p>Does not provide parents with strategies to support their child's success and college-readiness. Unaware of resources for students available through the school, district or community to provide access information about college and beyond.</p>
Element 3: Leads family and community outreach.	<p>Intentionally engages teachers, families, and the community through outreach that demonstrates extensive knowledge of resources for students, including those available through the school, the district or in the community.</p> <p>Coordinates district/school marketing strategies to keep the focus on developing resources to support the district/school goals for student success.</p>	<p>Appreciates the value of other community organizations and networks to develop and support outreach with the focus on college readiness. Understands diverse communities and gives voice to their concerns</p> <p>Actively markets district/school to the community and potential students through a variety of media sources and enrollment increases are evident.</p>	<p>Has begun to reach out among all of the school communities but has not yet built regular family and community communication and collaboration around the focus of college readiness and concerns.</p> <p>Sometimes markets district/school to the community and potential students; enrollment may be stagnant or in slight decline.</p>	<p>There is no forum for community voices to contribute, share resources, or concerns about college readiness.</p> <p>Does not actively market district/school to community or potential students.</p>
Element 4: Actively advocates for students, teachers, and the school community.	<p>Stays up-to-date regarding student response to services and adapts and personalizes services based on data and encourages teachers to work with community agencies to support students at risk.</p>	<p>Develops systems and relationships to leverage the district and community resources available to maximize the school's ability to serve the best interest of students and families.</p>	<p>Relies on available systems and relationships for district and community resources that may not maximize the school's ability to serve the best interest of students and</p>	<p>Does not use current systems to leverage the district and community resources available to serve the best interest of students and families.</p>

			families.	
Element 5: Uses social, cultural, economic, legal, and procedural contexts to shape policies that lead to all students graduating ready for college and career.	Leverages his/her position of authority and leadership to represent the student body as often as possible. Is highly effective in developing a school culture that is resilient and relentlessly focused on student achievement and development in graduating ready for college and career.	Understands his/her position of authority and implements district policies and initiatives to systematically meet the individual needs of students in graduating ready for college and career.	Relies on available systems and relationship for district and community resources that may not maximize school's ability to serve the best interests of students and families in college and career readiness.	Implements limited additional supports to meet students' academic and personal development in college and career readiness.

**Examples of Evidence:**

- Documentation of the two-way communication strategies used to communicate with different stakeholder groups
- Documentation of the strategies and materials specific to families supporting their students
- A plan for family and community outreach
- Actively looks for ways to contribute to the community activities and their impact
- Perception Survey results that provide data on family and community perception of the school
- Enrollment data over time related to positive or negative family or community perception of the school
- Community forum dates and topics
- Artifacts related to how public concerns are addressed

**Domain 5: Ethical Leadership**

An Ethical leader make decisions, models and behaves in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Elements	Distinguished	Effective	Approaching	Not Meeting
Element 1: Recognizes and uses professional influence, relevant evidence and available research with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions of behalf of all students.	Builds the capacity of staff to relentlessly maintain the focus of all conversations and initiatives on improving student achievement and finding solutions despite adversity. Remains focused on solutions when faced with setbacks; capitalizes on challenges as opportunities to grow and develop themselves and their staff.	Persistently maintains staff focus on improving student achievement despite adversity; identifies solutions when faced with set-backs; supports staff growth and development in the face of challenges.	Maintains personal belief in the potential for improving student achievement, but may struggle when faced with adversity. Attempts to remain solutions oriented but partners with a limited number of staff to respond to challenges as they arise.	Reacts with visible frustration to challenges and setbacks; easily loses focus on improving student achievement; rarely demonstrates a solutions orientation.
Element 2: Structures, communicates and actively participates in opportunities that develop stakeholder understanding of the education policy environment.	Implements effective two-way communication structures with district/system managers and all stakeholders; strategically focuses conversations on school goals and values; builds the capacity of staff to lead and participate in conversations and to tailor messages to the intended audience	Conducts and supports effective two-way communication with all stakeholders; strategically engages stakeholders in conversations about school goals and values; works with the leadership team to lead conversations and tailor messages to the intended audience	Creates systems to share information with stakeholders; hosts conversations with stakeholders about school goals; supports staff in developing their communication skills	Rarely engages stakeholders in meaningful conversations about the school; rarely communicates the school's goals with stakeholders; Rarely supports development of communication skills among staff
Element 3: Acts upon a professional code of ethics that requires continuous reflection and learning.	Displays the highest level of ethics and professionalism consistently working to support all students, with attention to traditionally underserved students.	Displays a high level of ethics and professionalism in dealings with both colleagues and students, with attention to traditionally underserved students.	Displays a moderate level of ethics and professionalism in dealing with colleagues. May not place sufficient attention to traditionally underserved students.	Has little sense of ethics and professionalism, and contributes to practices that put adult interests ahead of students. Does not attend to traditionally underserved students.
Element 4: Models and leads for a culture of continuous improvement.	Facilitates opportunities for staff to raise questions, doubts, and feelings about change and to adapt to change; builds the capacity of staff to embrace and support changes that are in the best interest of the students; proactively manages reactions to change and capitalizes on forward moving momentum.	Embraces changes that are in the best interest of the students. Anticipates and understands reactions to change and initiates forward moving momentum. Positively supports staff as they adapt to changes.	Understands and supports changes that may be in the best interest of the students. Understands that change could raise emotions and attempts to support staff, but provides minimal time for staff to process or adapt to changes.	Passively manages school change while ignoring the role change may have on the school community and rarely provides support to staff during times of change.
Element 5: Engages in critical reflection consistently revising practice to increase effectiveness.	Models and builds the capacity of staff to constantly seek feedback on their own practice, self-reflection, and adapt their leadership practice; takes advantage of multiple learning opportunities aligned with student needs; accepts personal	Proactively seeks feedback, self-reflects, and adapts own leadership practice; engages in learning opportunities aligned with student needs; accepts personal responsibility for mistakes.	Is non-defensive when receiving feedback from staff members. Makes minor adjustments to own leadership practice; seeks some learning opportunities aligned with student needs and accepts partial	Does not seek feedback, learning opportunities. Does little self-reflection on leadership practices. Does not use set-backs as opportunities to learn or adapt.

	responsibility for mistakes and uses them as learning opportunities.		responsibility for mistakes	
Element 6: Engages in collaborative relationships with colleagues to learn and share best practices and ensure continuity in student learning.	<p>Makes a substantial contribution to the professional community by assuming appropriate leadership roles promoting positive and professional relationships.</p> <p>Seeks out professional development opportunities and applies the learning gained to practice. The leader initiates activities that contribute to the profession.</p>	<p>Actively participates in the professional community by developing positive and productive professional relationships with colleagues.</p> <p>Welcomes professional development opportunities and applies the learning gained to practice based on individual assessment of need. The leader willingly shares expertise with others.</p>	<p>Participates in professional community activities as required, maintaining cordial relationships with colleagues.</p> <p>Applies learning gained from professional development activities, and makes limited contributions to others or the profession.</p>	<p>Avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.</p> <p>Resists applying learning gained from professional development activities, and does not share knowledge with colleagues.</p>

### Examples of Evidence:

Clearly defined leadership roles and contributions to the organization

Anecdotal artifacts and data demonstrate clear measures or indicators of ethical behavior and trust from stakeholders

Ability to articulate personal and professional practices for focused continuous improvement

Demonstrates focused strategies to continuously improve teacher practice and student learning for all students with attention to underserved students

Perception Survey results that provide data on family and community perception of various aspects of the school

Data demonstrating strategies to serve as a resource to families and community clarifying the context and policy environment

Demonstrates a strong sense of Professional Community and involvement with colleagues in reflecting on improving practice