

2024-2025 Principal Excellence Initiative (PEI) and Assistant Principal (APEI) Performance Rubric

Principals lead (and/or oversee other school leaders in leading) school-wide work of ...

Assistant Principals lead (and/or others in leading) project-level, departmental, or grade-level work of...

Domain 1: Organizational Leadership

Oversees systems, structures, and processes for continuous improvement

- 1.1 **Vision, Mission & Goals:** Collaboratively sets evidence-based vision, mission, and goals that reflect high expectations for every student & ensures the vision, mission, and goals drive school decisions.
- 1.2 **Strategic Planning & Change Management:** Collaboratively creates and executes schoolwide plans supported by strategic and equitable resource allocation resulting in an effective change management process.
- 1.3 **Continuous Improvement:** Creates and implements a continuous improvement cycle that integrates transparent planning, implementation, data review, and strategic adjustments to achieve sustained practices that result in measurable improvement.
- 1.4 **Systems & Structures:** Effectively organizes and manages school logistics (time, people, resources) to accomplish school goals and create a positive, inclusive school culture. **(3X)**

Domain 2: Instructional Leadership

Ensures rigorous and coherent curriculum, instruction, and assessments aligned to the needs of every student

- 2.1 **Courses & Content:** Ensures academic programming and curricular resources are culturally responsive, rigorously prepare students for academic and postsecondary success, and align to student and school needs.
- 2.2 **Quality of Instruction:** Oversees implementation of effective instructional strategies and interventions aligned to student and school needs. **(3X)**
- 2.3 **Instructional Feedback:** Coaches and develops educators by giving timely, relevant, and constructive individualized feedback that supports growth **(3X)**
- 2.4 **Assessment & Data Practices:** Oversees the implementation of an assessment system that measures the depth and breadth of student learning, monitors progress towards college and career readiness, and produces actionable data to inform planning for instruction, academic supports, and resource allocation. **(3X)**

Domain 4: Human Capital

Ensures development and retention of diverse talent and cultivates distributed leadership structures

- 4.1 **Development & Evaluation:** Creates opportunities and structures for continuous growth of staff and self by ensuring they have equitable access to training, coaching and/or other developmental resources. Provides fair assessments of performance including timely feedback to inform development. **(2X)**
- 4.2 **Professional Culture & Retention:** Creates a collaborative professional culture in which staff of all backgrounds feel valued, respected, and want to stay and contribute to the school's goals.
- 4.3 **Distributed Leadership:** Creates and supports effective teams, consistently distributing leadership roles and responsibilities, and develops staff leadership capacity in a manner that results in improvements to academic and operational performance. **(3X)**

Domain 3: Climate and Culture

Ensures that organizational norms, routines, and systems equitably promote students' intellectual, social, and emotional development

- 3.1 **Connectedness & Wellbeing:** Creates a school climate that promotes social, emotional, and physical health and ensures the safety, positive behavior, and well-being of all students, staff, and self. **(2X)**
- 3.2 **Family & Community Engagement:** Proactively fosters relationships with families, local school committees, and community members. Leverages family and community assets, and helps students and families own and contribute to school's goals.

Domain 1: Organizational Leadership: Oversees systems, structures, and processes for continuous improvement

	Unsatisfactory	Developing	Proficient	Accomplished
1.1 Vision, Mission, and Goals	Does not involve stakeholders in creating vision, mission, and goals. Does not utilize mission and vision to drive school decisions.	<p>Provides limited opportunities for staff input into development and maintenance of the vision and mission. Decisions and goal-setting processes are sometimes aligned to the mission and vision and/or do not reflect high expectations for every student.</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> Sometimes incorporates diverse perspectives from stakeholder groups during vision, mission, and goal setting processes via the CIP CIP Goals are inconsistently informed by qualitative and/or quantitative data Holds high expectations for most students but is not consistent in working to narrow opportunity gaps Sometimes uses CIP to guide decisions and actions Inconsistently maintains staff focus on student achievement goals Selectively addresses staff who contradict the vision by displaying low expectations for students or self 	<p>Collaboratively sets vision, mission, and goals that reflect high expectations for every student and ensures the vision, mission, and goals drive school decisions.</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> Incorporates diverse perspectives from stakeholder's groups during vision, mission, and goal setting processes via the CIP Sets CIP goals that are informed by qualitative and quantitative data Holds high expectations for every student, including historically marginalized groups, and works to narrow opportunity gaps Consistently and effectively uses CIP to guide decisions and actions. Maintains staff focus on student achievement goals and demonstrates persistence in the face of challenges Addresses staff who contradict the vision by displaying low expectations for students or self 	<p>Meets criteria for Proficient and expands impact, with <u>demonstrated results</u>, by:</p> <p>Demonstrating exceptional quality: Aspect of practice or a system/structure aligned to this indicator serve as a model for the Vertical Team, Region or District.</p> <p>Building capacity of school staff to develop vision, mission, and goal-setting practices: Develops the leadership capacity of staff such that effective practices that drive school improvement are in place through distributed leadership structures.</p> <p>Building capacity of peers in developing effective vision, mission, and goal-setting practices: Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Vertical Team, Region, or District level.</p>
1.2 Strategic Planning & Change Management	Does not solicit stakeholder input in creating plans; resource allocation is not strategic or equitable; change management is ineffective.	<p>Provides limited stakeholder engagement in creating and executing schoolwide plans; resource allocation is not strategic; change management is somewhat effective.</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> Sometimes communicates how and why decisions were made and inconsistently builds trust and consensus on challenging issues; unable to effectively navigate or sense-make change/ transition. Sometimes collaborates with stakeholders to incorporate diverse perspectives and inconsistently cultivates input from those most impacted. Resource allocation is not always in alignment with mission, goals, and student/ staff needs. Budget plans do not always support the school's goals and/or the budget is not always managed appropriately. Inconsistently communicates with SBDM regarding budget and alignment to school CIP. 	<p>Collaboratively creates and executes schoolwide plans supported by strategic and equitable resource allocation resulting in an effective change management process.</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> Navigates change and/or transition with transparency and trust by communicating how and why decisions were made. Strives to build consensus and buy-in when managing challenging issues. Collaborates with stakeholders to incorporate diverse perspectives and cultivates input from those most impacted when creating and implementing plans Strategically allocates and problem-solves resources in alignment with mission, goals, and student/staff needs (e.g., distributes resources to address opportunity gaps). Effectively plans and manages a fiscally responsible budget that supports the school's goals Collaborates with SBDM and school stakeholders to align the budget with the school's CIP. 	<p>Meets criteria for Proficient and expands impact, with <u>demonstrated results</u>, by:</p> <p>Demonstrating exceptional quality: Aspect of practice or a system/structure aligned to this indicator serve as a model for the Vertical Team, Region or District.</p> <p>Building capacity of school staff to plan for and lead change: Develops the leadership capacity of staff such that effective practices that drive school improvement are in place through distributed leadership structures.</p> <p>Building capacity of peers to plan for and lead change: Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Vertical Team, Region, or District level.</p>

Domain 1: Organizational Leadership: Oversees systems, structures, and processes for continuous improvement

	Unsatisfactory	Developing	Proficient	Accomplished
1.3 Continuous Improvement	<p>Does not implement critical pieces of continuous improvement cycle. No evidence of measurable improvement.</p>	<p>Partially implements continuous improvement cycles, resulting in inconsistent improvements.</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Teams are sporadically student-centered, results-oriented, and prepared to effectively engage in continuous improvement 2. Misses opportunities to develop norms that engage teams in reflective practices that need improvement 3. Inconsistently engages staff to brainstorm and implement innovation approaches to meet student needs 4. Inconsistently or inaccurately uses data to assess academic results and/or school practices/ operations; data plan is not in place for ALL students 5. Disaggregates data and inconsistently identifies priority groups; sometimes checks bias 6. Does not always makes data transparent and public; does not always provide space for students/ staff to discuss data to advance learning and improvement 7. Systems and structures to monitor, track, review progress, are not properly implemented and/or do not yield results 	<p>Creates and implements a continuous improvement cycle that integrates transparent planning, implementation, data review, and strategic adjustments to achieve sustained practices that result in measurable improvement.</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Establishes and oversees teams that are student-centered, results-oriented, and prepared to effectively engage in continuous improvement (i.e. ILT, grade level, MTSS) 2. Establishes and implements norms that coach staff to be reflective and feel safe in identifying practices that need improvement. 3. Establishes processes for staff to brainstorm and implement innovative approaches to meet student needs. 4. Uses multiple data points (both instructional and operational) to assess student achievement results and school practices for ALL students 5. Disaggregates data to identify priority groups and checks bias 6. Makes data transparent and public, and makes space for students/staff to discuss data to advance learning and improvement 7. Builds systems and structures to monitor, track, review progress, and adjusts strategies 	<p>Meets criteria for Proficient and expands impact, with <u>demonstrated results</u>, by:</p> <p>Demonstrating exceptional quality: Aspect of practice or a system/structure aligned to this indicator serve as a model for the Vertical Team, Region or District.</p> <p>Building capacity of school staff to leverage continuous improvement practices: Develops the leadership capacity of staff such that effective practices that drive school improvement are in place through distributed leadership structures.</p> <p>Building capacity of peers to leverage continuous improvement practices: Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Vertical Team, Region, or District level.</p>
1.4 Systems & Structures	<p>Organizes and manages school logistics (time, people, resources) that do not accomplish school goals and/or does not create a positive, inclusive school culture.</p>	<p>Organizes and manages school logistics (time, people, resources) that inconsistently accomplish school goals and sometimes create a positive, inclusive school culture.</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Communications protocols are inconsistent, resulting in a lack of clarity among critical stakeholders (staff, students, families) regarding school programming and information 2. Use of space is inconsistently scheduled, resulting in inefficient or inequitable use of facilities 3. Supervises facilities and materials in a manner that sometimes enhances student learning 4. Creates schedules and procedures (e.g., for class transitions, dismissal, recess, etc.) that inconsistently ensure student safety and are not responsive to student needs 5. Provides inconsistent time for staff to collaborate and plan 6. Lack of intentional planning for educational opportunities (field trips, fundraiser, etc.) that result in communication and logistical issues; misses opportunities to enhance the instructional program. 	<p>Effectively organizes and manages school logistics (time, people, resources) to accomplish school goals and create a positive, inclusive school culture</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Creates effective, consistent, culturally responsive communications protocols that result in stakeholders having a clear understanding of school programs, events and practices 2. Organizes space equitably and in response to student needs, resulting inefficient use of facilities 3. Supervises facilities and materials in a manner that to enhances student learning 4. Creates schedules and procedures (e.g., for class transitions, dismissal, recess, etc.) that ensure student safety and are responsive to student needs 5. Builds systems and structures, including master schedule process, to ensure staff is afforded time for collaboration and planning 6. With intentionality, plans educational opportunities (field trips, fundraiser, etc.) to enhance student learning, 	<p>Meets criteria for Proficient and expands impact, with <u>demonstrated results</u>, by:</p> <p>Demonstrating exceptional quality: Aspect of practice or a system/structure aligned to this indicator serve as a model for the Vertical Team, Region or District.</p> <p>Building capacity of school staff to implement effective systems and structures: Develops the leadership capacity of staff such that effective practices that drive school improvement are in place through distributed leadership structures.</p> <p>Building capacity of peers to develop effective systems and structures: Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Vertical Team, Region, or District level.</p>

Domain 2: Instructional Leadership: Ensures rigorous and coherent curriculum, instruction and assessments aligned to the needs of every student

	Unsatisfactory	Developing	Proficient	Accomplished
2.1 Courses & Content	<p>Academic programming is not culturally responsive, does not prepare students for academic postsecondary success, and does not address the needs of any priority student groups</p>	<p>Academic programming is somewhat culturally responsive, partially prepares students for academic and postsecondary success and addresses the needs of some priority student groups.</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Inconsistently or ineffectively works with staff to deliver instruction using high-quality instructional materials (HQIM) 2. Curriculum implementation addresses needs of some (but not all) unique student populations; misses opportunities to <u>plan student interventions</u> that result in academic progress. 3. Curriculum implementation is somewhat responsive to diverse identities and perspectives of the student body and school community; misses opportunities to <u>differentiate</u> academic programming to support students' needs. 4. Curriculum implementation inconsistently aligns with the school focus, such as fine arts, STEM, classical, magnet, and IB programming 5. Student placement in classes is somewhat equitable 6. Strategies for postsecondary success are inconsistently implemented 	<p>Ensures academic programming and curricular resources are culturally responsive, rigorously prepare students for academic and postsecondary success, and align to student and school needs</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Works collaboratively with staff to deliver effective instruction using high-quality instructional materials (HQIM) 2. Curriculum implementation addresses needs of unique student populations, (e.g., early childhood, English Learners, diverse learners); lessons and <u>interventions</u> are effectively planned 3. Curriculum is responsive to the diverse identities and perspectives of the student body and community; effective <u>differentiation</u> results in student academic progress 4. Leads implementation of programming that aligns with the school focus (such as fine arts, STEM, classical, magnet, and IB programming, etc.) where applicable. 5. Ensures equitable student placement in classes, programs, and activities 6. Collaboratively develops and implements strategies for postsecondary success, such as counseling, CTE, work-based learning, and AP 	<p>Meets criteria for Proficient and expands impact, with <u>demonstrated results</u>, by:</p> <p>Demonstrating exceptional quality: Aspect of practice or a system/structure aligned to this indicator serve as a model for the Vertical Team, Region or District</p> <p>Building capacity of school staff to manage effective implementation of the campus academic programming: Develops the leadership capacity of staff such that effective practices that drive school improvement are in place through distributed leadership structures.</p> <p>Building capacity of peers to manage effective implementation of the campus academic programming: Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Vertical Team, Region, or District level.</p>
2.2 Quality of Instruction	<p>Does not implement effective instructional strategies and does not align interventions to student and school needs.</p>	<p>Inconsistently implements effective instructional strategies and sometimes aligns interventions to student and school needs.</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Instruction sometimes leverages research-based, culturally responsive practices to ensure the learning environment creates conditions needed for students to learn 2. Inconsistently builds the capacity of staff to implement a variety of instructional strategies that are research based, rigorous, culturally responsive, and aligned to student needs 3. Loosely facilitates Professional Learning Communities (PLCs) ensuring curriculum implementation and some instructional practices meet the needs of some students. 4. Inconsistently monitors the implementation of instructional strategies (e.g., via classroom observations, review of lesson plans, analysis of student work, etc.) and sometimes identifies strengths and opportunities for improvement but may fail to follow through with feedback to improve implementation 5. Student Support Interventions sometimes align to student needs; implementation of Student Support Team (SST) is inconsistent or ineffective 	<p>Oversees implementation of effective instructional strategies and interventions aligned to student and school needs</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Instruction consistently and effectively leverages research-based, culturally responsive practices to ensure the learning environment creates conditions needed for students to learn 2. Builds the capacity of staff to effectively implement a variety of instructional strategies that are research-based, rigorous, innovative, culturally responsive, and aligned to student needs 3. Facilitates structured, effective Professional Learning Communities (PLCs) ensuring curriculum implementation and instructional practices meet the needs of each student. 4. Consistently monitors the implementation of instructional strategies (e.g., via classroom observations, review of lesson plans, analysis of student work, etc.) and identifies strengths and opportunities for improvement 5. Ensures alignment of Student Support Interventions to students' Needs; Student Support Team (SST) implementation is consistent and effective. 	<p>Meets criteria for Proficient and expands impact, with <u>demonstrated results</u>, by:</p> <p>Demonstrating exceptional quality: Aspect of practice or a system/structure aligned to this indicator serve as a model for the Vertical Team, Region or District</p> <p>Building capacity of school staff to implement effective instructional strategies: Develops the leadership capacity of staff such that effective practices that drive school improvement are in place through distributed leadership structures.</p> <p>Building capacity of peers to implement effective instructional strategies: Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Vertical Team, Region, or District level.</p>

Domain 2: Instructional Leadership: Ensures rigorous and coherent curriculum, instruction and assessments aligned to the needs of every student

	Unsatisfactory	Developing	Proficient	Accomplished
2.3 Instructional Feedback	Feedback provided to teachers is infrequent or vague; coaching practices (including feedback conversations and follow-up) are absent	<p>Inconsistently coaches and develops educators by giving timely, relevant and constructive feedback that supports growth; student growth may be limited.</p> <p>Critical Attributes</p> <ol style="list-style-type: none"> 1. Feedback to instructional staff tends to be compliance-driven, non-instructional or as formal evaluation rather than coaching for growth and development. 2. Unable to identify consistently strengths and weaknesses of classroom instruction and suggest strategies or resources for most teachers. 3. Observation data is recorded and shared, but little emphasis is placed on providing actionable feedback to all teachers 4. When given, instructional feedback lacks follow-through or follow-up to ensure improvement in practice 	<p>Coaches and develops educators by giving timely, relevant and constructive individualized feedback that supports growth</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Establishes clear, cyclical instructional feedback system prioritizing and differentiating for the various teacher performance levels. 2. Regularly conducts evaluative (spot) and non-evaluative (informal) classroom visits to observe practice and provide feedback to encourage growth and development 3. Coaches in a way that fosters development or improvement in teacher practice. 4. Feedback generates conversation around instruction. 5. Provides timely (w/in 48 hours), frequent, individualized, and actionable feedback in multiple ways to all teachers. 6. Follow-through and follow-up on instructional feedback ensures measurable improvement in teacher practice. 	<p>Meets criteria for Proficient and expands impact, with <u>demonstrated results</u>, by:</p> <p>Demonstrating exceptional quality: Aspect of practice or a system/structure aligned to this indicator serve as a model for the Vertical Team, Region or District.</p> <p>Building capacity of school staff to provide instructional feedback that results in improvement of practice: Develops the leadership capacity of staff such that effective practices that drive school improvement are in place through distributed leadership structures.</p> <p>Building capacity of peers to provide instructional feedback that results in improvement of practice: Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Vertical Team, Region, or District level.</p>
2.4 Assessment and Data Practices	Does not implement use of quality assessments and disaggregation of data; instructional decisions are not equitable and do not meet student needs.	<p>Inconsistently implements use of quality assessments and disaggregation of data; instructional decisions are sometimes equitable and meet the needs of some students.</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Assessments inconsistently provide stakeholders with high-quality evidence of student learning. Data sometimes advances achievement, access, and opportunity for students 2. Staff is somewhat engaged in the implementation of the assessment system; the system is somewhat consistent with District's assessment framework 3. Students are inconsistently engaged with appropriate assessments 4. Assessment administration practices are inconsistent and sometimes generate valid and trustworthy results 5. Data analysis practices are inconsistent across school teams; action steps are rarely or inconsistently developed and implemented. 	<p>Oversees the implementation of balanced assessment system that measures the depth and breadth of student learning, monitors progress towards college and career readiness, and produces actionable data to inform planning for instruction, academic supports, and resource allocation.</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Establishes a positive assessment culture that empowers educators, students, families, and community members with high-quality evidence of student learning to advance achievement, access, and opportunity for all students. 2. Engages staff in the development and implementation of a system of assessments consistent with the District's assessment framework 3. Ensures educators engage all students with grade-level appropriate assessments and assessment for learning practices 4. Ensures educators employ student-supportive assessment administration practices to generate valid and trustworthy assessment results 5. Ensures coherence in the regular analysis of assessment results across school teams to guide equity-focused improvement efforts. 6. Data analysis practices include coherent action plans based on assessment results. 	<p>Meets criteria for Proficient and expands impact, with <u>demonstrated results</u>, by:</p> <p>Demonstrating exceptional quality: Aspect of practice or a system/structure aligned to this indicator serve as a model for the Vertical Team, Region or District</p> <p>Building capacity of school staff to implement effective assessment and data practices: Develops the leadership capacity of staff such that effective practices that drive school improvement are in place through distributed leadership structures.</p> <p>Building capacity of peers to implement effective assessment and data practices: Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Vertical Team, Region, or District level.</p>

Domain 3: Climate and Culture: Ensures that organizational norms, routines, and systems equitably promote the students' intellectual, social, and emotional development

	Unsatisfactory	Developing	Proficient	Accomplished
3.1 Connectedness & Wellbeing	School climate does not promote social, emotional, and physical health and does not ensure the safety, positive behavior, and well-being of students, staff and self.	<p>School climate inconsistently promotes social, emotional, and physical health and sometimes ensures the safety, positive behavior, and well-being of some students, staff and self.</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Inconsistently/incompletely implements SEL skills, particularly self-awareness and self-care 2. Demonstrates limited ability to perceive and understand emotions of others and adapt accordingly 3. Somewhat identifies and affirms own/others cultural beliefs and values; inconsistently seeks to understand the varied identities and values of students and staff 4. The environment, procedures, language, and practices within the school affirm the identities and cultures of some (but not all) students and staff 6. Uses a variety of assessments to gauge the SEL skills of students and inconsistently uses that data to develop additional curriculum and supports 6. Inconsistent or ineffective expectations and consequences for student conduct 7. Inconsistently ensures adults understand their role in implementing restorative protocols 	<p>Creates a school climate that promotes social, emotional and physical health and ensures the safety, positive behavior, and well-being of all students, staff and self</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Consistently models and implements SEL skills, particularly self-awareness and self-care 2. Demonstrates ability to perceive and understand emotions of others and adapt accordingly 3. Identifies and affirms own/others cultural beliefs and values; continually seeks to understand the varied identities and values of students and staff 4. Ensures the environment, procedures, language, and practices within the school affirm the identities and cultures of students and staff 5. Uses a variety of data to gauge the SEL skills of students and uses that data to develop additional curriculum and supports. 6. Develops clear expectations for student conduct and establishes clear and consistent consequences 7. Ensures that every adult understands their role in implementing restorative protocols and that they are consistently implemented 	<p>Meets criteria for Proficient and expands impact, with <u>demonstrated results</u>, by:</p> <p>Demonstrating exceptional quality: Aspect of practice or a system/structure aligned to this indicator serve as a model for the Vertical Team, Region or District</p> <p>Building capacity of school staff to create a positive school climate: Develops the leadership capacity of staff such that effective practices that drive school improvement are in place through distributed leadership structures.</p> <p>Building capacity of peers to create a positive school climate: Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Vertical Team, Region, or District level.</p>
3.2 Family & Community Engagement	Does not foster relationships with families, local school committees, and community members. Does not leverage family and community assets and does not help students and families own and contribute to school's goals.	<p>Somewhat fosters relationships with families, local school committees, and community members. Inconsistently leverages family and community assets, and helps some students and families own and contribute to school's goals.</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Inconsistent or untimely customer service (return of phones calls, emails, newsletters, etc.) with families and community members; misses opportunities to leverage Core4 strategies 2. Actions inconsistently reflect varied perspectives of students, family, and community 3. Somewhat leverages family and community assets when designing opportunities to support academic programming 4. Does not consistently create opportunities that empower families to understand and advocate for the needs of every student (especially historically marginalized students) 6. Sometimes empowers families to be engaged partners in their student's learning (e.g., organizes exhibitions of student work to maximize family engagement) 7. Somewhat empowers students to drive family and community engagement 	<p>Proactively fosters relationships with families, local school committees, and community members. Leverages family and community assets, and helps students and families own and contribute to school's goals.</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Fosters consistent and effective customer service (return of phones calls, emails, newsletters, etc.) with families and community members by regularly offering creative ways for stakeholders; leverages Core4 strategies 2. Actions demonstrate that varied perspectives of students, family and community are influential and valued 3. Designs opportunities for staff to leverage family and community assets to support academic programming 4. Uses multiple strategies and/or languages to communicate with families and community aligned with cultural preferences and norms 5. Consistently meets with families to understand & advocate for the needs of every student (especially historically marginalized students) 6. Empowers families to be engaged partners in their student's learning 7. Empowers students to drive family and community engagement 	<p>Meets criteria for Proficient and expands impact, with <u>demonstrated results</u>, by:</p> <p>Demonstrating exceptional quality: Aspect of practice or a system/structure aligned to this indicator serve as a model for the Vertical Team, Region or District</p> <p>Building capacity of school staff to establish productive relationships with family and community members: Develops the leadership capacity of staff such that effective practices that drive school improvement are in place through distributed leadership structures.</p> <p>Building capacity of peers to establish productive relationships with family and community members: Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Vertical Team, Region, or District level.</p>

Domain 4: Human Capital: Ensures development, and retention of diverse talent and cultivates distributed leadership structures

	Unsatisfactory	Developing	Proficient	Accomplished
4.1 Development & Evaluation	Does not provide opportunities and structures for continuous growth of staff and self. Does not ensure equitable access to training, coaching, and/or other developmental resources. Does not provide fair assessments and/or timely feedback to inform improvement.	<p>Inconsistently provides opportunities and structures for continuous growth of staff and self. Equitable access to training, coaching, and/or other developmental resources is inconsistent. Inconsistently provides fair assessments of performance and sometimes includes timely feedback to inform improvement.</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Adult learning structures are somewhat effective for some (but not all) staff members 2. Inconsistently or sporadically acknowledges opportunities for personal growth and development 3. Evaluation processes are compliance-driven or often off-track for completion; bias is sometimes present in employee evaluations. 4. Inconsistently celebrates growth and sometimes engaging in courageous conversations, but misses opportunities to create culture of continuous improvement 	<p>Creates opportunities and structures for continuous growth of staff and self by ensuring they have equitable access to training, coaching and/or other developmental resources. Provides fair assessments of performance including timely feedback to inform development.</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Creates consistent, cohesive, differentiated structures for adult learning and ensures equitable access for all staff members 2. Models a transparent culture of adult learning by openly discussing opportunities for self-growth and development 3. Prioritizes TEI evaluations in accordance with best practices and ensures that the evaluation process for all employees (CMS, DLA, SCAI, APEI) is free of biases. 4. Builds culture of continuous improvement by celebrating growth/improvement and consistently engaging in courageous conversations to address areas of under-performance 	<p>Meets criteria for Proficient and expands impact, with <u>demonstrated results</u>, by:</p> <p>Demonstrating exceptional quality: Aspect of practice or a system/structure aligned to this indicator serve as a model for the Vertical Team, Region or District.</p> <p>Building capacity of school staff to leverage effective practices for development and evaluation: Develops the leadership capacity of staff such that effective practices that drive school improvement are in place through distributed leadership structures.</p> <p>Building capacity of peers to leverage effective practices for development and evaluation: Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Vertical Team, Region, or District level.</p>
4.2 Professional Culture & Retention	Does not create a professional culture in which staff feel valued, respected and want to stay and contribute to the school's goals.	<p>Creates a professional culture in which some staff feel valued, respected and want to stay and contribute to the school's goals.</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Inconsistently creates a culture of high expectations for adult performance; builds somewhat trusting relationships with some (but not all) staff 2. Shared purpose and bonds of trust as a foundation for collective action is lacking or inconsistent 3. Sometimes seeks to understand and accommodate individual staff needs and preferences 4. Inconsistently conveys care and appreciation (e.g., calling to check in on a staff member who is sick, etc.) 5. Retention strategy is inconsistently or ineffectively implemented 6. Sometimes shows interest in learning about staff and their career aspirations 7. Occasionally includes staff in recruitment, interview, and hiring process; may show evidence of bias during the selection process 8. Efforts to recruit a diverse staff are limited or ineffective. 	<p>Creates a collaborative professional culture in which staff of all backgrounds feel valued, respected, and want to stay and contribute to the school's goals</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Creates a culture of high expectations for adult performance accompanied by high levels of support to encourage growth and development 2. Builds trusting relationships with and among staff (e.g., provides opportunities for staff to build school culture and drive positive systems for engagement) 3. Clearly defines shared purpose around vision/ mission, and leverages bonds of trust as a foundation for collective impact 4. Seeks to understand and accommodate individual staff needs and preferences where applicable. 5. Conveys care and appreciation for all team members 6. Implements a retention strategy that leverages creativity and individuality to retain effective staff (Stay Conversations, recognition programs, etc.) 7. Understands and leverages strengths and interests of staff members by hosting career conversations to explore their career aspirations 8. Works intentionally to create a diverse staff. 	<p>Meets criteria for Proficient and expands impact, with <u>demonstrated results</u>, by:</p> <p>Demonstrating exceptional quality: Aspect of practice or a system/structure aligned to this indicator serve as a model for the Vertical Team, Region or District</p> <p>Building capacity of school staff to create a collaborative professional culture: Develops the leadership capacity of staff such that effective practices that drive school improvement are in place through distributed leadership structures.</p> <p>Building capacity of peers to create a collaborative professional culture: Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Vertical Team, Region, or District level.</p>

Domain 4: Human Capital: Ensures development, and retention of diverse talent and cultivates distributed leadership structures

	Unsatisfactory	Developing	Proficient	Accomplished
4.3 Distributed Leadership	<p>Does not create and/or support effective teams, does not distribute leadership roles and responsibilities, inequitably develops leadership capacity of staff</p>	<p>Inconsistently engages in creating and supporting teams, sometimes distributes leadership roles and responsibilities, and develops leadership capacity of some staff.</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Establishes a variety of leadership teams and inconsistently ensures there is time and space for teams to collaborate and plan. 2. Inconsistently releases control to teams to drive improvements; inconsistent or ineffective system of accountability to monitor work off teams. 3. Provides limited or unequal access for staff to develop leadership skills through stretch assignments, additional 1-1 coaching, and encouraging staff to take on informal and/or formal leadership roles 4. Inconsistently open to critique, being responsive to voices of others, and finding opportunities for shared leadership in decision-making 5. Attempts to builds a collaborative team-oriented culture, but results are marginal or inconsistent 6. Process to identify staff for leadership roles is inconsistent, random, or compliance-driven 	<p>Creates and supports effective teams, consistently distributing leadership roles and responsibilities, and develops staff leadership capacity in a manner that results in improvements to academic and operational performance</p> <p>Critical Attributes:</p> <ol style="list-style-type: none"> 1. Establishes a variety of purposeful teams to drive school improvement and ensures there is time and space for the teams to collaborate and plan. 2. Ensures the teams are set up for success and gradually releases responsibilities allowing teams to drive improvements; establishes system of accountability (checks/balances) to monitor tightly work of teams 3. Ensures equitable access for staff to develop leadership skills through stretch assignments, additional 1-1 coaching, and encouraging staff to take on informal and/or formal leadership roles 4. Shares power by being open to critique, being responsive to voices of others, and establishing consistent opportunities for shared leadership in decision-making 5. Builds a high-functioning, collaborative, team-oriented culture (e.g., establishing shared goals and norms; creating systems for effective communication and collaboration) that shows consistent results 6. Strategically and purposefully moves staff into leadership roles when they are ready and interested 	<p>Meets criteria for Proficient and expands impact, with <u>demonstrated results</u>, by:</p> <p>Demonstrating exceptional quality: Aspect of practice or a system/structure aligned to this indicator serve as a model for the Vertical Team, Region or District</p> <p>Building capacity of school staff to implement effective distributed leadership practices: Develops the leadership capacity of staff such that effective practices that drive school improvement are in place through distributed leadership structures.</p> <p>Building capacity of peers to implement effective distributed leadership practices: Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Vertical Team, Region, or District level.</p>