

Rubric Principal (ED)

Provides support and assistance for educators and teams to use a backward design approach to planning measurable outcomes and teaching tasks requiring higher-order thinking.

This form can only be read and not recorded

Standard I: Instructional Leadership

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

Indicator I-A. Curriculum

Ensures that all teachers design effective and rigorous standards-based units of instruction. Is able to model this element

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Supports educators to collaborate on developing a series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific examples and	Supports educators to develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies,	Provides limited training to educators on how to develop well-structured lessons and/or does not consistently address	Does not state expectations for the development of well-structured lessons, provide
	Frequently monitors and assesses progress, providing feedback as necessary.	Sometimes monitors and assesses progress and provides feedback.	Does not set the expectation additional educators plan standards-based units of instruction, provide adequate resources or support for this activity, and/or monitor or assess progress.

I-A-2. Lesson Development Support

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Supports educators to collaborate on developing a series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific examples and	Supports educators to develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies,	Provides limited training to educators on how to develop well-structured lessons and/or does not consistently address	Does not state expectations for the development of well-structured lessons, provide

Indicator I-B. Instruction

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

practices.

I-B-1. Instructional Practices

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

I-B-2. Quality of Effort and Work

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

Indicator I-D. Evaluation

Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:

1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals.
2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.
3. Exercises sound judgment in assigning ratings for performance and impact on student learning.
4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.

I-D-1. Educator Goals

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

I-D-2. Observations and Feedback

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

I-D-3. Ratings

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

I-D-4. Alignment Review

Exemplary

Studies alignment between judgment about practice and data about student learning when evaluating and rating educators and provides effective support to colleagues around this practice. Is able to model this element

Proficient

Consistently reviews alignment between judgment about practice and student learning data and makes informed decisions about educator support and evaluation based upon this review.

Needs Improvement

Occasionally reviews alignment between judgment about practice and student learning data.

Unsatisfactory

Does not review alignment between judgment about practice and data about student learning when evaluating and rating educators.

Indicator II-A. Environment

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

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

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

II-A-2. Operational Systems

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

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

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently showcases high expectations for student behavior and invests staff and students in upholding these expectations. Successfully implements schoolwide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element	Demonstrates high expectations for student behavior and provides appropriate training for staff to uphold	M	M
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II-B-2. Induction, Professional Development, and Career Growth Strategies

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

II-D-1. Laws and Policies

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Invests staff in understanding and complying with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Is able to model this element	Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements but inconsistently complies with some laws or policies.	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.

II-D-2. Ethical Behavior

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

Indicator II-E. Fiscal Systems

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

II-E-1. Fiscal Systems

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Leads a team to develop a budget that aligns with the district's vision, mission, and goals with supporting rationale; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources			
district level goals; and seeks alternate funding sources	Supports the districts vision, mission, and goals with supporting rationale; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources		

III-A-1. Family Engagement
Exemplary

Proficient

Unsatisfactory

III-B-2. Family Collaboration

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Sets clear expectations and provides differentiated support to educators to ensure that they regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element	Sets clear expectations for and supports educators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Sets general expectations and provides occasional support to educators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	Does not set clear expectations for or provide support to educators to regularly communicate with families on ways to support their children's learning at home and at school.

Indicator III-C. Communication

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

III-C-1. Two-Way Communication

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Sets clear expectations for and provides differentiated support to ensure that all educators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element	Sets clear expectations for and provides support to educators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports educators to maximize the number of face-to-face family/teacher interactions.	May set expectations for and provide limited support to educators to communicate with families but does not stress the importance of two-way communication channels. School and classroom communication regarding student learning and performance primarily occurs through newsletters and other one-way media.	Does not set clear expectations for or provide support to educator to communicate with families. School and classroom communication regarding student learning and performance primarily occurs through report cards.

III-C-2 Culturally Proficient Communication

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

Indicator III-D. Family Concerns

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

III-D-1. Family Concerns

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

Standard IV: Professional Culture:

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Indicator IV-A. Commitment to High Standards

Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:

1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.
2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters

IV-A-1. Commitment to High Standards

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Leads faculty in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with faculty regularly. Is able to model this element	Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all.	May ask for a commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it	Does not encourage high standards of teaching and learning or high expectations for achievement and/or may demonstrate low expectations for staff.

IV-A-2. Mission and Core Values

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

IV-A-3. Meetings

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Plans and facilitates staff-led, engaging meetings in which small groups of educators learn together and create solutions to instructional issues. Is able to model this element	Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.	Leads meetings that include both one-way informational updates and participatory activities focused on matters of consequence.	Leads meetings that lack clear purpose and/or are primarily used for one-way informational updates.

Indicator IV-B. Cultural Proficiency

Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students backgrounds, identities, strengths, and challenges are respected.

IV-B-1. Policies and Practices

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Leads stakeholders to develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Empowers staff with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element	Develops and implements culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Provides staff with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.	Takes pride in having a diverse faculty and/or student body, but some policies are not culturally sensitive and/or provides limited resources for educators to support the development of cultural proficiency.	Develops and implements culturally insensitive or inappropriate policies, does not support staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.

Indicator IV-C. Communications

Demonstrates strong interpersonal, written and verbal communication skills.

IV-C-1. Communication Skills

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

Indicator IV-D. Continuous Learning

Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrators own practice.

IV-D-1. Continuous Learning of Staff

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

IV-D-2. Continuous Learning of Administrator

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

Indicator IV-E. Shared Vision

Continuously engages all stakeholders in the creation of a shared vision
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Indicator IV-E.
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IV-F-3. Consensus Building

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