

Rubric for Assessing Leadership Skills/Outcomes Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

1-3 Points	4-5 Points	6-7 Points	8-10 Points
<p>There is little or no evidence of the ability to develop a belief system by using data and articulation of specific instructional practices.</p> <p>There is little or no evidence of vision or engaging stakeholders in dialogue about the vision. There is little or no evidence of using the vision in decision-making in planning or allocating resources.</p> <p>There is little or no evidence of activities directed toward the development and use of site vision in planning. There is little or no evidence of awareness of the barriers to the vision.</p>	<p>The participant may have begun to develop a belief system by using data and articulation of specific instructional practices. While the participant is aware of the potential vision, activities toward the development and use of a site vision are in preliminary stages.</p> <p>S/he may have begun the process of engaging stakeholders in initial dialogue about the importance of the site vision. S/he may have introduced the vision and examination of data into decision-making and planning. The participant may have linked decisions about allocating resources to the goals of the vision.</p>	<p>The participant has developed a belief system that is implemented through his/her walk and talk. The participant uses data and articulates specific instructional practices, the strength and weaknesses of the instructional practices, and the relationship to raising the performance of subgroups of students. The participant establishes and implements a structured process for engaging stakeholders in dialogue to support/enhance/facilitate the site vision. S/he has introduced the vision and examination of data into decision-making and planning. S/he has linked decisions about allocating resources to the goals of the vision.</p>	<p>The participant has developed a belief system that is consistently implemented through his/her walk and talk. The participant uses data to continuously justify specific instructional practices, the strength and weaknesses of the instructional practices, and the relationship to raising the performance of subgroups of students. The participant organizes and facilitates data analysis and long-range planning activities with staff that result in the development of a strategic plan. S/he provides stakeholders with relevant up-to-date information and facilitates the interpretation and use of these data to make sound choices among courses of action. S/he uses the vision to forge and sustain cohesion among the stakeholders, and ensures sound and equitable decisions about the distribution and use of resources to support student learning and closing of the achievement gap.</p>

Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

1-3 Points	4-5 Points	6-7 Points	8-10 Points
<p>There is little or no evidence that he participant is able to observe teaching and learning and that s/he identifies what s/he observes. There is little or no evidence that s/he reviews student learning data with teachers to identify areas of strength and need in the instructional program. There is little or no evidence that s/he initiates professional dialogue with teachers around instructional goals and strategies. There is little or no evidence that s/he identifies specific areas of belief/values for change, and strategies for achieving change. There is little or no evidence that s/he has an understanding of what constitutes learning rich environments for adults and how to create such environments.</p>	<p>The participant observes teaching and learning and is beginning to identify and analyze what s/he observes. S/he periodically reviews student learning data with teachers individually and in groups to identify areas of strength and need in the instructional program. S/he initiates professional dialogue with teachers around instructional goals and strategies. S/he may have begun to identify specific areas of belief/values for change and strategies for achieving change. S/he is beginning to deepen his/her understanding of what constitutes learning-rich environments for adults and how to create such environments.</p>	<p>The participant assesses the quality of classroom instruction and the development of appropriate needed ongoing adult learning. His/her communication with staff emphasizes the importance of supporting all students in achieving to high standards. The participant examines ways in which his/her own actions and communications influence shared values; s/he identifies and uses strategies to support needed changes in moving the school toward greater equity and professionalism. The participant engages in analyzing problem solving and reflecting in order to ensure that adult learning is of quality and meets specific staff needs. Adult learning becomes the culture of the school.</p>	<p>The participant consistently assesses the quality of classroom instruction and the development of appropriate needed ongoing adult learning. S/he ensures a focus on achieving high standards for all students. S/he ensures that decisions about instructional schedules, materials, pedagogy and assessment are responsive to students needs and to state and district learning expectations. The participant engages in analyzing, problem solving, collecting data, and reflecting in order to ensure that adult learning is of quality and meets specific staff needs. S/he creates a culture that embodies adult learning. His/her ability to analyze the quality of classroom instruction provides ongoing learning based on building capacity for individuals, small groups and large groups of staff.</p>

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment

1-3 Points	4-5 Points	6-7 Points	8-10 Points
<p>The participant has little or no understanding and commitment to creating and maintaining the school as a safe environment. S/he shows little knowledge of program and staff evaluation in compliance with district and state policy. S/he has little or no knowledge of contractual and legal obligations. There is little or no evidence that the participant communicates expectations regarding issues of student behavior management, confidentiality, and privacy of information. There is little or no evidence that s/he has established her use of time so that s/he is continually working on an effective learning environment. There is little or no evidence that s/he directs others whom she oversees to ensure daily management of the organization.</p>	<p>The participant understands and is committed to creating and maintaining the school as a safe environment. S/he carries out program and staff evaluation in compliance with district and state policy. S/he exhibits some awareness of contractual and legal obligations. The participant has knowledge of expectations regarding issues of student behavior management, confidentiality and privacy of information. S/he is beginning to establish her use of time so that s/he is continually working on an effective learning environment by organizing his/her day in classrooms with staff. S/he is beginning to direct others whom she oversees to ensure daily management of the organization.</p>	<p>The participant implements a process that contributes to the maintenance of a safe, attractive school environment. S/he effectively carries out program and staff evaluation in compliance with district and state policy. S/he exercises responsibility in maintaining accurate knowledge of all contractual and legal obligations. The participant models and communicates expectations regarding issues of student behavior management, confidentiality and privacy of information. S/he may have established her use of time so that s/he is continually working on an effective learning environment by organizing his/her day in classrooms with staff. S/he has made progress in directing others whom she oversees to ensure daily management of the organization.</p>	<p>The participant continually implements a process that contributes to the maintenance of a safe, attractive and nurturing school environment. S/he is exemplary in carrying out program and staff evaluation in compliance with district and state policy in order to continually improve instruction for students. S/he is actively engaged in maintaining knowledge of all contractual and legal obligations. The participant models professional integrity regarding issues of student behavior management, confidentiality and privacy of information, and encourages others to do the same. His/her use of time is established so that s/he is continually working on an effective learning environment by organizing his/her day in classrooms with staff. S/he directs others whom she oversees to ensure daily management of the organization.</p>

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

1-3 Points	4-5 Points	6-7 Points	8-10 Points
<p>The participant demonstrates little or no knowledge of the importance of incorporating the goals and aspirations of diverse family and community members into the life of the school. There is little or no evidence that s/he is aware of the importance of establishing connections between the school and the community. There is little or no evidence that s/he has established any strategy for disseminating information to the school community. There is little or no evidence that s/he values partnerships between the school and other institutions. There is little or no evidence that s/he is aware of the needs of families and students. There is little or no evidence that s/he has identified areas in which students would benefit from the mobilization and leveraging of community support services.</p>	<p>The participant demonstrates knowledge of the importance of incorporating the goals and aspirations of diverse family and community members into the life of the school. S/he is aware of the importance of establishing connections between the school and the community. S/he establishes at least one regular strategy for disseminating information to the school community. Partnerships between the school and other institutions may exist at a preliminary level of engagement. The participant demonstrates awareness of the needs of families and students. S/he identifies areas in which students would benefit from the mobilization and leveraging of community support services, and provides appropriate information to families.</p>	<p>The participant works with staff to prioritize and address the needs, goals and aspirations of diverse family and community members into the life of the school. S/he has established meaningful connections between the school and the communities represented by diverse stakeholders. Occasionally s/he meets with stakeholders, making clear through voice and actions the way the school is accountable and how students and families are accountable. As the participant meets with parents and community his/her belief system is at the core of his/her discussions. S/he works to identify opportunities for establishing partnerships that will contribute to the goals of the school. The participant establishes connections in which students would benefit from the mobilization and leveraging of community support services, and exhibits support for families and students in accessing needed services.</p>	<p>The participant implements a range of strategies to address the needs, goals and aspirations of diverse family and community members. S/he establishes connections between the school and the community, including all elements of a diverse population. S/he meets with stakeholders, making clear through voice and actions the ways the school is accountable and how students and families are accountable. As the participant meets with parents and community, his/her belief system for all students is at the core of his/her discussions. S/he participates in networking and exploratory dialogue with potential partners, identifies promising opportunities, and works with staff to establish and implement partnership activities. S/he ensures that families have knowledge about and access to a range a range of services that support student and family needs.</p>

Standard 5

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

1-3 Points	4-5 Points	6-7 Points	8-10 Points
<p>There is little or no evidence that s/he is aware of the need to be an on going learner, teacher, problem solver, self reflector and articulator of the vision. There is little or no evidence that the participant demonstrates a fundamental understanding of decision-making processes and of the need to base decisions on pertinent information. There is little or no evidence that s/he communicates to teachers the importance of using data to inform practice. There is little or no evidence that s/he demonstrates commitment to professional growth by participation in professional development opportunities.</p>	<p>S/he is aware of the need to be an on-going learner, teacher, problem solver, self reflector and articulator of the vision The participant demonstrates a fundamental understanding of decision-making processes and of the need to base decisions on pertinent information. S/he communicates to teachers the importance of using hard and soft student data to inform practice. S/he identifies areas in which decisions and/or practice may not reflect relevant and/or current information. S/he demonstrates commitment to professional growth by regular participation in activities such as conferences, professional development opportunities and professional reading.</p>	<p>The participant understands what good instruction entails and s/he supports the direction the school is taking. S/he demonstrates that s/he is an on-going learner, teacher, problem solver, self reflector and articulator of the vision The participant engages teachers in regularly examining student data and using the information as the basis for decisions about classroom practice. S/he demonstrates the use of hard and soft student data in site decisions about teaching and learning. S/he encourages and supports teachers in staying abreast of current information about teaching and learning with attention to the use of technology. The participant demonstrates the ability and willingness to examine his/her practice, identify needed areas of development and engage in appropriate learning opportunities in support of goals for growth. S/he consistently applies and models principles of ethical and professional behavior.</p>	<p>The participant has a clear point of view of what good instruction entails and in supporting the direction the school is taking. S/he consistently demonstrates that s/he is an on-going learner, teacher, problem solver, self- reflector and articulator of the vision. The participant ensures that the professional culture of the school reflects a commitment to the use of hard and soft student data on an ongoing basis. S/he guides decision-making activities so that they reflect responsible and appropriate uses of data and other information. S/he works with staff to refine individual and collective capacity to use state of the art information and technology about standards-based teaching and learning. The participant models principles of reflective practice and continuous growth by acting as the principal learner in the school community. S/he communicates a set of professional values that is aligned with ethical concepts.</p>

Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

1-3 Points	4-5 Points	6-7 Points	8-10 Points
<p>There is little or no evidence that the participant realizes that district, state and federal policy impacts the site and students. There is little or no evidence that s/he ensures compliance with policy and participates in local discussions about district policy and site practices. There is little or no evidence that s/he makes available information on district policies or responds appropriately to all stakeholders. There is little or no evidence that s/he engages the public in the events of the school so as to maintain a positive image. There is little or no evidence that the participant identifies areas in which public engagement requires strengthening. There is little or no evidence that s/he is aware of the need to be the articulator of the vision, nor is s/he aware of the importance of using student data to support the vision.</p>	<p>The participant realizes that district state and federal policy impacts the site and students. S/he ensures compliance with policy and participates in local discussions about district policy and site practices. S/he makes available information on district policies and expectations and responds appropriately to all stakeholders. S/he engages the public in events of the school so as to maintain a positive image. S/he may identify areas in which public engagement requires strengthening. S/he is aware of the need to be the articulator of the vision. S/he is aware of the importance of using student data to support the vision in interactions with all stakeholders.</p>	<p>The participant actively seeks policy information and anticipates the effect of policy proposals for all stakeholders. The participant establishes and implements regular means of communicating information with stakeholders and is beginning to represent herself/himself as the articulator of the vision. S/he uses student data to support the vision in interactions with all stakeholders. S/he participates in forums to provide information to stakeholders, and encourages the participation of other stakeholders. S/he identifies areas in which to strengthen communication with stakeholders and takes positive action. S/he recognizes the challenges of positive public engagement across a range of interests and strategizes with others to improve relationships between the school and the public.</p>	<p>The participant maintains up to date knowledge and understanding of policy development at various levels, and uses this knowledge proactively. S/he seeks out opportunities and actively engages in a variety of forums to influence policy as the articulator of the vision. S/he uses student data to support the vision in interactions with all stakeholders. S/he provides stakeholders with timely, useful, understandable information related to site issues and policies. S/he uses interaction with stakeholders as opportunities to listen and inform, thereby building positive and open relationships. The participant encourages input from the public by facilitating access to key meetings and forums. S/he actively seeks out and responds professionally to public input in the interest of all children and in achieving school goals.</p>

Adapted from *WestEd (2003). Moving Leadership Standards into Everyday Work: Descriptions of Practice.*

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