

Louisiana Leader Rubric

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The *Louisiana Leader Rubric* was designed through a partnership between the Louisiana Department of Education (LDOE) and National Institute for Excellence in Teaching (NIET) to directly support improvements in school leadership. By clearly defining excellence in school leadership, this rubric supports school leaders in building essential mindsets and skills that elevate their practice, advance instruction, and improve outcomes for all students. The rubric is grounded in the NIET *Principal Standards Rubric*, which is based on school leadership research and experience across numerous states and is used by leaders of schools ranging from urban to rural and spanning all grade levels and school types. The rubric provides school leaders with a common understanding and language for best practices in school leadership represented in six key domains, as shown in the overview below. Within each domain, performance indicators are listed with bulleted descriptors and a rubric specifying three performance levels for measuring actual leader performance. Performance definitions are provided at levels 5, 3, and 1, but raters can also score at levels 2 or 4 based on the consistency of the evaluatee's actions related to the descriptors and specific evidence to merit the rating. Leaders earn a score of 1, 2, 3, 4, or 5 for each indicator. The domains and their research-based performance indicators serve as a tool for leadership coaching, support, and evaluation.

The *Louisiana Leader Rubric* embeds the school improvement best practices of instructional leadership teams (ILT), teacher collaboration (TC), and career pipeline (CP) support. Additionally, references to instructional practice and strategies embedded within the rubric are rooted in the use of high-quality instructional materials (HQIM), as LDOE concurs with research to identify these materials to be most aligned to state standards and assessments.

Louisiana Leader Rubric Domains and Indicators

<u>SCHOOL MISSION, VISION, & STRATEGIC GOAL SETTING</u>	<u>INSTRUCTIONAL LEADERSHIP</u>	<u>CAPACITY BUILDING</u>
1. Goal-Setting and Monitoring 2. Communication of Mission, Vision, and Goals 3. Expectations	1. Curriculum and Assessment 2. Teacher Effectiveness 3. Meeting Student Needs 4. Instructional Focus	1. Reflective Practices 2. Leadership Development 3. Collaborative Practices 4. Continuous Improvement
<u>SCHOOL & COMMUNITY ENVIRONMENT</u>	<u>PROFESSIONALISM & INTEGRITY</u>	<u>SCHOOL OPERATIONS/MANAGEMENT</u>
1. School Atmosphere 2. Community Engagement 3. Discipline 4. Access to High-Quality Education 5. Responsiveness to Stakeholders	1. Professional Norms 2. Professional Behavior 3. Policy	1. Administrative Operations 2. Fiscal and Physical Management

SCHOOL MISSION, VISION, & STRATEGIC GOAL SETTING

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Goal-Setting and Monitoring	The leader consistently and effectively: - Establishes rigorous and obtainable data-driven goals and comprehensive action plans to ensure achievement. - Disaggregates current and relevant data in depth in order to create, support, and monitor school goals. - Strategically uses current and relevant student data to impact significant student achievement. - Plans, implements, supports, monitors, and/or evaluates/refines action steps, including acceleration and interventions. - Systematically enlists teachers to analyze student data and student work to monitor attainment of goals, to guide and inform instruction.	The leader usually: - Establishes data-driven goals and an action plan for achievement. - Disaggregates current and relevant data in order to create and support school goals. - Uses current and relevant data to impact student achievement. - Plans, implements, and supports acceleration and interventions. - Effectively utilizes student data and student work to create and/or revise action plans a few times during the school year.	The leader inconsistently and/or ineffectively: - Establishes data-driven goals and a vision for achievement. - Disaggregates data in order to create and support school goals. - Uses available data to impact student achievement. - Plans, implements, and supports acceleration and interventions. - Assesses student work and results a few times during the school year.
Communication of Mission, Vision, and Goals	The leader consistently and effectively: - Establishes and communicates a school mission and vision that drives instruction and school activities. - Communicates the mission, vision, and goals of the school with staff members, students, families, and other stakeholders. - Invests teachers, students, and stakeholders in contributing to the school vision in order to reach established goals.	The leader usually: - Establishes a school mission and vision that drives instruction and school activities. - Communicates the mission, vision, and goals of the school with staff members and students. - Invests teachers and students in contributing to the school vision in order to reach established goals.	The leader inconsistently and/or ineffectively: - Establishes a school mission and vision that drives instruction and school activities. - Communicates the mission, vision, and goals of the school with staff members. - Invests teachers and students in contributing to the school vision in order to reach established goals.
Expectations	The leader consistently and effectively: - Advocates for the best interests and needs of all students to ensure student achievement. - Establishes high standards for students, teachers, and staff members.	The leader usually: - Advocates for the best interests and needs of some students to ensure student achievement. - Establishes high standards for students and teachers.	The leader inconsistently and/or ineffectively: - Advocates for the best interests and needs of some students to ensure student achievement. - Establishes high standards for students and teachers.

SCHOOL MISSION, VISION, & STRATEGIC GOAL SETTING

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
	Models expectations and creates opportunities for students, teachers, and staff to establish high and demanding expectations.	Creates opportunities for students and teachers to establish high and demanding expectations.	Creates opportunities for students and teachers to establish high and demanding expectations.

INSTRUCTIONAL LEADERSHIP

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Curriculum and Assessment	The leader consistently and effectively: - Develops all teachers' abilities to effectively utilize established schoolwide instructional plans where high-quality instructional materials are consistent with schoolwide goals. - Develops teachers to set clear, measurable objectives aligned to the depth and rigor of the state standards*. - Develops teachers to utilize systems where teachers analyze formative and summative data to monitor and systematically adjust teaching and learning as needed to meet student achievement goals and increase their proficiency. - Plans and monitors professional learning to ensure that teachers grow in the areas of curriculum, assessment, and instructional practices. - Utilizes existing structures (e.g. TC, ILT) to strategically engage in conversations about assessments and student progress.	The leader usually: - Establishes and monitors schoolwide instructional plans where the use of high-quality instructional materials is consistent with schoolwide goals. - Ensures teachers set clear, measurable objectives aligned to the depth and rigor of the state standards*. - Implements systems that allow teachers to analyze formative and summative data to monitor student progress and adjust teaching and learning to meet student achievement goals. - Creates opportunities for teachers to participate in professional learning that is focused on curriculum, assessment, and instructional practices. - Engages in conversations about assessments and student progress with teachers.	- The leader inconsistently and/or ineffectively: - Establishes schoolwide instructional plans where the use of high-quality instructional materials is consistent with schoolwide goals. - Ensures teachers set clear, measurable objectives aligned to the depth and rigor of the state standards*. - Implements systems that allow teachers to analyze formative and summative data to monitor student progress. - Creates opportunities for teachers to participate in professional learning that is focused on curriculum, assessment, and instructional practices. - Engages in conversations about assessments and student progress with teachers.
*National or local standards may be used when state standards are not available for specific courses.			

INSTRUCTIONAL LEADERSHIP

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Teacher Effectiveness	The leader consistently and effectively: - Develops and organizes a leadership team's (e.g. ILT) ability to utilize a schoolwide evaluation system and coaching plans to increase teacher effectiveness. - Develops and supports a leadership team's ability to evaluate teaching and learning through current and relevant student data. - Develops and supports a leadership team's ability to provide evidence from the observed lesson that connects to an overall area of strength, an area of growth, and a specific recommendation for next steps. - Develops and supports a leadership team's ability to use teacher and student data gathered through observations to determine what development activities or instructional strategies will best meet the needs of each teacher to improve overall teacher effectiveness. - Develops, organizes, and supports a system that ensures teachers receive a differentiated targeted coaching plan based on classroom evaluations. - Strategically develops, organizes, and supports opportunities for teachers to implement learning in different ways and ensures teacher ownership of new learning. - Organizes and supports opportunities where teachers work and plan together to impact student achievement.	The leader usually: - Utilizes a schoolwide evaluation system and individualized coaching plans to increase teacher effectiveness. - Evaluates classroom teaching and learning accurately and provides current and relevant student data to support the evaluation. - Provides specific evidence from the observed lesson that connects to an overall area of strength, an area of growth, and a specific recommendation for next steps. - Uses teacher and student data gathered through observations to determine what development activities or instructional strategies will best meet the needs of each individual teacher to improve overall teacher effectiveness. - Ensures most teachers receive a differentiated targeted coaching plan based on classroom evaluations. - Includes opportunities for teachers to implement learning in different ways and ensures teacher ownership of new learning. - Creates structures where teachers can support one another so that they can build and sustain their own learning in order to impact student achievement.	The leader inconsistently and/or ineffectively: - Utilizes a schoolwide evaluation system and individualized coaching plans to increase teacher effectiveness. - Evaluates classroom teaching and learning accurately and provides current and relevant student data to support the evaluation. - Provides specific evidence from the observed lesson that connects to an overall area of strength, an area of growth, and a specific recommendation for next steps. - Uses teacher and student data gathered through observations to determine what development activities or instructional strategies will best meet the needs of each individual teacher to improve overall teacher effectiveness. - Ensures that teachers receive a differentiated targeted coaching plan based on classroom evaluations. - Includes opportunities for teachers to implement learning in different ways and ensures teacher ownership of new learning. - Creates structures where teachers can support one another so that they can build and sustain their own learning in order to impact student achievement.
Meeting Student Needs	The leader consistently and effectively: Develops teachers' abilities to utilize data to identify students in need of intervention, acceleration, extension, or other additional supports.	The leader usually: Engages all teachers in utilizing data to identify students in need of intervention, acceleration, extension, or other additional supports.	The leader inconsistently and/or ineffectively: Utilizes data to identify students in need of intervention, acceleration, extension, or other additional supports.

INSTRUCTIONAL LEADERSHIP

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
	- Creates and implements a systematic monitoring process where all educators monitor, evaluate, and review student progress to ensure the academic needs of all students are being met. - Develops teachers to adjust instruction by utilizing instructional supports within high-quality instructional materials, when available, to ensure that all students master the content. - Creates and implements systems that develop teachers in implementing instructional practices that meet the needs of all learners. - Develops teachers' abilities to implement systems so all students access rigorous, on grade-level instruction.	- Monitors student progress to ensure the academic needs of all students are being met. - Supports teachers in adjusting instruction by utilizing instructional supports within high-quality instructional materials, when available, to ensure that students master the content. - Supports teachers in implementing instructional practices that meet the needs of all learners. - Implements systems that ensure all students have access to rigorous, on grade-level instruction.	- Monitors student progress to ensure the academic needs of all students are being met. - Supports teachers in adjusting instruction by utilizing instructional supports within high-quality instructional materials, when available, to ensure that students master the content. - Supports teachers in implementing instructional practices that meet the needs of all learners. - Implements systems that ensure all students have access to rigorous, on grade-level instruction.
Instructional Focus	The leader consistently and effectively: - Creates and implements a schoolwide schedule and routines that maximize instructional time; monitors effectiveness and makes adjustments when necessary with input from other instructional leaders or key personnel. - Plans and prioritizes his/her schedule in order to engage in instructional leadership activities focused on teaching and learning. - Ensures teachers have access to and effectively use high-quality instructional materials to instruct all students; regularly monitors teachers' use of these materials and evaluates the impact on student achievement. - Plans and prioritizes instructional practices based on system and school goals when making decisions.	The leader usually: - Implements a schoolwide schedule and routines that maximize instructional time. - Plans and prioritizes his/her own schedule in order to engage in instructional leadership activities focused on teaching and learning. - Ensures teachers have access to high-quality instructional materials to instruct all students. - Considers system and school goals when making decisions about instructional practices or priorities. - Utilizes other instructional leaders on campus to play a role in supporting and building teacher capacity in order to meet both teacher and student goals.	The leader inconsistently and/or ineffectively: - Implements a schoolwide schedule and routines that maximize instructional time. - Plans and prioritizes his/her own schedule in order to engage in instructional leadership activities focused on teaching and learning. - Ensures teachers have the resources and materials they need. - Considers school goals when making decisions about instructional practices or priorities. - Utilizes other instructional leaders on campus to play a role in supporting and building teacher capacity in order to meet both teacher and student goals. - Leads instructional staff meetings and/or ongoing applied professional learning with adult learning principles.

INSTRUCTIONAL LEADERSHIP

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
	- Develops schoolwide systems which ensure that there are specific roles for other instructional leaders on campus in supporting and building teacher capacity in order to meet both teacher and student goals. - Develops instructional leaders who lead instructional staff meetings and/or ongoing applied professional learning with adult learning principles.	Leads instructional staff meetings and/or ongoing applied professional learning with adult learning principles.	

CAPACITY BUILDING

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Reflective Practices	The leader consistently and effectively: - Openly/transparently reflects on his/her own leadership practice resulting in strategic action plans that lead to a significant increase in student achievement and teacher proficiency. - Self-reflects to determine areas of growth and sets rigorous goals routinely to strengthen his/her own leadership practice. - Implements and adjusts schoolwide action plans based on feedback and data collected in order to enhance student achievement and educator effectiveness. - Collaborates with colleagues at the school and system levels to implement local and schoolwide initiatives that consistently result in gains in student achievement and educator effectiveness.	The leader usually: - Reflects on his/her own leadership practice resulting in actions to increase student achievement and teacher proficiency. - Determines areas of growth and sets goals to strengthen his/her own leadership practice. - Implements schoolwide activities/action steps based on feedback and data. - Collaborates with colleagues at the school and system levels to implement local initiatives that result in gains in student achievement.	The leader inconsistently and/or ineffectively: - Reflects on his/her own leadership practice resulting in actions to increase student achievement and teacher proficiency. - Determines areas of growth and sets goals to strengthen his/her own leadership practice. - Implements activities/action steps based on feedback and data. - Collaborates with colleagues at the school and system levels to implement local initiatives that result in gains in student achievement.
Leadership	The leader consistently and effectively :	The leader usually :	The leader inconsistently and/or ineffectively :

CAPACITY BUILDING

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Development	- Develops school leaders to utilize teacher and student observational data to increase teacher effectiveness and ensure student growth. - Fosters self-reflection in teacher leaders by creating systems for strong collaboration and coaching resulting in ongoing capacity-building and student achievement. - Develops his/her leadership skills and those of others by establishing a career pipeline to assume additional responsibilities. - Provides opportunities for teachers and staff members to participate and apply new learning.	- Utilizes teacher and student observational data with school leaders resulting in adjustments to the support that is provided for teachers and to ensure student growth. - Provides coaching support and collaborative opportunities for teacher leaders based on professional learning, classroom support and observations, teacher evaluation data, and student achievement data. - Develops the leadership skills of others by establishing a career pipeline to assume additional responsibilities. - Provides opportunities for teachers and staff members to gain new learning.	- Utilizes teacher and student observational data with school leaders to ensure student growth. - Provides coaching support for teacher leaders utilizing feedback and support based on professional learning, classroom support observations, teacher evaluation data, and student achievement data. - Develops the leadership skills of others by establishing a career pipeline to assume additional responsibilities. - Provides opportunities for teachers and staff members to gain new learning.
Collaborative Practices	The leader consistently and effectively: - Ensures collaborative opportunities/structures for capacity-building of teachers to continuously examine evidence of student learning and make strong instructional adjustments to ensure student success. - Fosters a strong sense of purpose by ensuring meaningful contribution from teachers that includes analysis of significant student or teacher data to inform decisions, build teacher capacity, and increase student achievement. - Monitors and actively supports the quality of content within collaborative opportunities/structures (e.g., TC, ILT) to ensure it is a logical continuum that results in significant increases in student learning and teacher effectiveness.	The leader usually: - Provides ongoing collaborative opportunities/structures for teachers to strengthen instructional practice by examining evidence of student learning and making instructional adjustments. - Provides for meaningful contribution from teachers that includes significant student or teacher data to inform decisions, build teacher capacity, and increase student achievement. - Monitors the quality of content within collaborative opportunities/structures (e.g., TC, ILT) so that it is a logical continuum that increases student learning.	The leader inconsistently and/or ineffectively: - Provides ongoing collaborative opportunities/structures for teachers to strengthen instructional practice by examining evidence of student learning and making instructional adjustments. - Provides for meaningful contribution from teachers that includes significant student or teacher data to inform decisions, build teacher capacity, and increase student achievement. - Monitors the quality of content within collaborative opportunities/structures (e.g., TC, ILT) so that it is a logical continuum that increases student learning.
Continuous	The leader consistently and effectively :	The leader usually :	The leader inconsistently and/or ineffectively :

CAPACITY BUILDING

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Improvement	- Prepares, plans, and monitors new staff by providing induction and mentoring systems and support. - Systematically fosters and empowers the continuous learning and improvement of teachers and staff to the highest levels of practice through job-embedded professional learning opportunities. - Ensures individualized professional learning, aligned to the coaching plan, is provided to support teachers' and staff members' skills, is guided by understanding of adult learning principles, and is measured with student data.	- Prepares and plans for new staff by providing induction and mentoring systems and support. - Systematically fosters and empowers the continuous learning and improvement of teachers and staff to the highest levels of practice through job-embedded professional learning opportunities. - Ensures individualized professional learning, aligned to the coaching plan, is provided to support teachers' and staff members' skills, is guided by understanding of adult learning principles, and is measured with student data.	- Prepares and plans for new staff by providing induction and mentoring systems and support. - Systematically fosters and empowers the continuous learning and improvement of teachers and staff to the highest levels of practice through job-embedded professional learning opportunities. - Ensures individualized professional learning, aligned to the coaching plan, is provided to support teachers' and staff members' skills, is guided by understanding of adult learning principles, and is measured with student data.

SCHOOL & COMMUNITY ENVIRONMENT

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
School Atmosphere	The leader consistently and effectively: - Establishes systems that ensure a safe and positive campus atmosphere for students, staff members, families, and community stakeholders. - Manages conflict among stakeholders effectively. - Develops structures and processes that result in ongoing, positive collaboration with a school leadership team.	The leader usually: - Establishes a safe and positive campus atmosphere for students, staff members, families, and community stakeholders. - Manages conflict among stakeholders effectively. - Regularly collaborates with a school leadership team.	The leader inconsistently and/or ineffectively: - Establishes a safe and positive campus atmosphere for students, staff members, families, and community stakeholders. - Manages conflict among stakeholders. - Supports collaboration with a school leadership team.
Community Engagement	The leader consistently and effectively: - Develops productive and positive relationships with stakeholders. - Uses communication to enhance student learning and build support for goals.	The leader usually: - Develops productive relationships with stakeholders. - Uses communication to enhance student learning and build support for goals.	The leader inconsistently and/or ineffectively: - Develops productive relationships with stakeholders. - Uses communication to enhance student learning and build support for goals.

SCHOOL & COMMUNITY ENVIRONMENT

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
	- Provides services for students, families, and the community during and beyond school hours. - Creates opportunities for diverse and broad stakeholder engagement to support learning.	- Provides needed support services for students and their families during school hours. - Creates opportunities for stakeholder engagement to support student learning.	- Provides needed support services for students and their families during school hours. - Creates opportunities for stakeholder engagement to support student learning.
Discipline	The leader consistently and effectively: - Develops, implements, and monitors a campus wide discipline system/plan to promote a positive learning environment for all students. - Addresses student misconduct in a positive, and fair manner. - Incorporates problem-solving skills to manage student behavioral challenges. - Supports and coaches teachers in resolving discipline concerns.	The leader usually: - Implements campus wide discipline system/plan to promote a positive learning environment for all students. - Addresses student misconduct in a positive, and fair manner. - Incorporates problem-solving skills to manage student behavioral challenges. - Supports teachers in resolving discipline concerns.	The leader inconsistently and/or ineffectively: - Implements a campus wide discipline system/plan to promote a positive learning environment for all students. - Addresses student misconduct in a positive, and fair manner. - Incorporates problem-solving skills to manage student behavioral challenges. - Supports teachers in resolving discipline concerns.
Access to High-Quality Education	The leader consistently and effectively: - Implements and monitors systems that allow all students to have access to effective teachers. - Develops and monitors initiatives to ensure all students have learning opportunities and academic and social supports that lead to academic success. - Supports and coaches teachers with identifying and utilizing resources for providing all students with educational opportunities.	The leader usually: - Implements systems that enable all students to have access to effective teachers. - Develops initiatives to ensure all students are provided with learning opportunities and academic and social supports that lead to academic success. - Supports teachers with identifying and utilizing resources for providing all students with educational opportunities.	The leader inconsistently and/or ineffectively: - Implements systems that enable all students to have access to effective teachers. - Develops initiatives to ensure all students are provided with learning opportunities and academic and social supports that lead to academic success. - Supports teachers with identifying and utilizing resources for providing all students with educational opportunities.
Responsiveness to Stakeholders	The leader consistently and effectively: Incorporates and articulates a commitment to all students in the school mission and vision.	The leader usually: Incorporates and articulates a commitment to all students in the school mission and vision.	The leader inconsistently and/or ineffectively: Incorporates and articulates a commitment to all students in the school mission and vision.

SCHOOL & COMMUNITY ENVIRONMENT

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
	- Incorporates the history, values, and background of students' communities in the curriculum. - Creates organizational structures at the school and system levels that empower all students and parents across communities.	- Incorporates the background of students' communities in the curriculum. - Creates organizational structures at the school that empower all students and parents across communities.	- Incorporates the background of students' communities in the curriculum. - Creates organizational structures at the school that empower all students and parents across communities.

PROFESSIONALISM & INTEGRITY

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Professional Norms	The leader consistently and effectively: - Monitors and supports an established environment that is open, productive, caring, professional, and trusting for teachers and staff. - Monitors and promotes accountability among teachers and staff for each student's success and the effectiveness of the school as a whole.	The leader usually: - Establishes and supports an environment that is open, productive, caring, professional, and trusting for teachers and staff. - Promotes accountability among teachers and staff for each student's success and the effectiveness of the school as a whole.	The leader inconsistently and ineffectively: - Establishes an environment that is open, productive, caring, professional, and trusting for teachers for teachers and staff. - Promotes accountability among teachers and staff for each student's success and the effectiveness of the school as a whole.
Professional Behavior	The leader consistently and effectively: - Models professional behavior by acting respectfully and responsibly in personal conduct, in relationships with others, and monitors staff and students to do the same. - Demonstrates and promotes the values of integrity, trust, collaboration, perseverance, and continuous improvement. - Makes all decisions based on what is best for children and holds self and others responsible for the academic achievement and well-being of all students.	The leader usually: - Provides professional direction by acting respectfully and responsibly in personal conduct, in relationships with others, and expects staff and students to do the same. - Demonstrates the values of integrity, trust, collaboration, perseverance, and continuous improvement. - Makes most decisions based on what is best for children and holds oneself responsible for the academic achievement and well-being of all students.	The leader inconsistently and/or ineffectively: - Provides professional direction by acting respectfully and responsibly in personal conduct, in relationships with others, and expects staff and students to do the same. - Demonstrates the values of integrity, trust, collaboration, perseverance, and continuous improvement. - Makes most decisions based on what is best for children and holds oneself responsible for the academic achievement and well-being of all students.

PROFESSIONALISM & INTEGRITY			
	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Policy	The leader consistently and effectively: - Understands, implements, and supports school personnel in following school and system expectations and policies to maintain consistency and impartiality. - Models and ensures that all stakeholders understand, comply, and adhere to federal, state, and local laws, rights, policies, and regulations.	The leader usually: - Understands, implements, and supports school personnel in following school and system expectations and policies to maintain consistency and impartiality. - Models and ensures that all stakeholders understand, comply, and adhere to federal, state, and local laws, rights, policies, and regulations.	The leader inconsistently and/or ineffectively: - Understands, implements, and supports school personnel in following school and system expectations and policies to maintain consistency and impartiality. - Models and ensures that all stakeholders understand, comply, and adhere to federal, state, and local laws, rights, policies, and regulations.

SCHOOL OPERATIONS/MANAGEMENT			
	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Administrative Operations	The leader consistently and effectively: - Models and manages the governance processes and internal and external politics toward achieving the school's mission and vision. - Recruits, hires, retains, and builds the instructional capacity of a diverse group of highly qualified professional staff. - Establishes and monitors a system that ensures all staff members (including but not limited to clerical, cafeteria, custodial, and transportation) are productive and use their time effectively by focusing on student needs and student achievement.	The leader usually: - Manages the governance processes and internal and external politics toward achieving the school's mission and vision. - Recruits, hires, and retains a diverse group of highly qualified professional staff. - Establishes and monitors a system that ensures all staff (including but not limited to clerical, cafeteria, custodial, and transportation) are productive and use their time effectively by focusing on student needs and student achievement.	The leader inconsistently and/or ineffectively: - Manages the governance processes and internal and external politics toward achieving the school's mission and vision. - Recruits, hires, and retains a diverse group of highly qualified professional staff. - Establishes and monitors a system that ensures all staff (including but not limited to clerical, cafeteria, custodial, and transportation) are productive and use their time effectively by focusing on student needs and student achievement.
Fiscal and Physical Management	The leader consistently and effectively: - Seeks, acquires and manages fiscal, physical, and other resources to support student learning and community engagement. - Creates systems for all stakeholders to routinely analyze allocated resources and	The leader usually: - Acquires and manages fiscal, physical, and other resources to support student learning and community engagement. - Analyzes data sources and utilizes feedback to make decisions for allocating	The leader inconsistently and/or ineffectively: - Acquires and manages fiscal, physical, and other resources to support student learning and community engagement. - Analyzes data sources and utilizes feedback to make decisions for allocating

SCHOOL OPERATIONS/MANAGEMENT			
	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
	provides recommendations for adjustments in order to maximize student achievement.	resources in order to meet the needs and goals of the school.	resources in order to meet the needs and goals of the school.

DEFINITIONS

Acceleration - a just-in-time tutoring model that is focused on identifying, celebrating, and building upon the assets students bring to the learning experience. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. Acceleration is:

- support which builds students’ knowledge and skills required to be successful in core instruction within the context of a high-quality curriculum;
- a type of intervention;
- proactive, deliberate action planning; and
- targeted and individualized for students based on their specific needs as gathered from diagnostic and formative data collected as students engage in the work of the curriculum.

High-quality instructional materials (HQIM) - HQIM is fully aligned to state content standards, or national or local when state standards are not provided — what students are expected to learn and be able to do at the end of each grade level or course — and builds content-specific knowledge and skills. HQIM provides support for all learners and high-quality resources for teachers to support the delivery of meaningful instruction every day, including

- effective lesson structures and strategies;
- appropriate pacing guidance;
- meaningful, connected assessments; and
- implementation guidance and resources.

Expectations (also known as Success Criteria) - refers to a concrete learning performance: something students will say, do, or make to indicate they are moving towards the learning goal/objective.

School Leaders - encompasses assistant principals, deans, master teachers, content leaders, instructional coaches, and teacher leaders.

System/System Level - is formerly used as “district.”