

SCHOOL LEADERSHIP COMPETENCIES

Core Competency	Elements of Competency
<p>Personal Leadership Fosters a culture of excellence through personal leadership</p>	<ul style="list-style-type: none"> • Believes all students can achieve at high levels. Articulates a clear vision and goals for high student achievement. • Holds self and others accountable for student learning. • Strategically aligns leadership behaviors with stated values and goals to drive required change. Develops strategic plans with effective solutions. Adapts appropriately to situation, audience, and needs. • Influences others to achieve results. Builds strong relationships based on mutual respect, trust, and empathy. • Communicates clearly and appropriately for the audience and message. • Demonstrates self-awareness and a commitment to ongoing learning. Welcomes and acts on performance feedback. • Demonstrates emotional fortitude and perseveres in the face of obstacles.
<p>Data Uses data to set high learning goals and increase student achievement</p>	<ul style="list-style-type: none"> • Demonstrates ability to understand and analyze data from multiple sources. • Uses data to identify student learning trends, set goals, monitor and modify instruction, and increase student achievement. • Develops school culture and practices that rely on data to inform adult learning, professional development, and decision-making.
<p>Curriculum and Instruction Leverages deep knowledge of curriculum, instruction and assessment to improve student learning</p>	<ul style="list-style-type: none"> • Develops, implements, and evaluates rigorous curricula to accelerate learning for all students. • Supports teachers in using effective instructional strategies to meet students' diverse learning needs. • Regularly assesses student learning and ensures the provision of specific, timely feedback to teachers and students. • Aligns standards, curricula, instructional strategies, and assessment tools.
<p>Staff and Community Develops staff, appropriately shares leadership, and builds strong school communities</p>	<ul style="list-style-type: none"> • Recruits and selects effective teachers. • Improves classroom teaching by setting clear expectations and observing, coaching, and evaluating teachers and staff. • Supports the development of all teachers. Stimulates and retains high performers, mentors early career teachers, challenges low performers to improve, and dismisses poor performers who do not improve. • Builds strong teams, develops leadership capacity among staff, and shares responsibilities appropriately. • Establishes systems that promote learning, collaboration, and communication throughout the school. • Listens effectively to families, students, and the school community. Proactively engages the school community around the school's learning goals.
<p>Resources and Operations Manages resources and operations to improve student learning</p>	<ul style="list-style-type: none"> • Develops and implements systems and processes to ensure effective operations that support student learning. • Manages time in relation to student learning priorities. Brings projects to completion. • Allocates and manages budgets and resources effectively in support of learning goals. • Aligns youth development and support services around academic goals.

Personal Leadership – Fosters a culture of excellence through personal leadership

Element	No Evid.	Emerging Leader	Developing Leader	Proficient Leader	Master Leader	Exemplary Leader
Believes all students can achieve at high levels. Articulates a clear vision and goals for high student achievement.	<input type="checkbox"/> Does not yet show evidence of skill	<ul style="list-style-type: none"> — Demonstrates belief that students from all backgrounds can learn. — Develops a vision for student achievement. <ul style="list-style-type: none"> ▪ Vision may lack clarity or specificity. ▪ May be sole owner of vision. 	<ul style="list-style-type: none"> — Demonstrates belief that students from all backgrounds can achieve at high levels. <ul style="list-style-type: none"> ▪ Holds high expectations for all students, including students who may struggle. — Develops and articulates a vision and goals for student achievement. <ul style="list-style-type: none"> ▪ Communicates vision and goals with all staff, students, families, and community. ▪ Gains buy-in. 	<ul style="list-style-type: none"> — Demonstrates and articulates belief that students from all backgrounds can achieve at high levels. <ul style="list-style-type: none"> ▪ Consistently models & communicates high expectations for all students to staff, students, families, & community. — Engages staff, students, families and community in developing and implementing a clear, shared vision and goals for student achievement. <ul style="list-style-type: none"> ▪ Aligns vision with detailed, concrete goals based on data. ▪ Re-examines vision and goals as needed. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Demonstrates a sense of urgency to close the achievement gap and ensure all students achieve at high levels <ul style="list-style-type: none"> ▪ Challenges low expectations. ▪ Has difficult conversations to address biases and change others' beliefs. — Facilitates joint stewardship of vision and goals among staff, students, families, and community. <ul style="list-style-type: none"> ▪ Links vision and goals to specific benchmarks/steps to achieve vision. ▪ Adapts plan and aligns resources as appropriate to achieve vision. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Does whatever it takes to ensure high achievement for all students. <ul style="list-style-type: none"> ▪ Creates a shared sense of urgency and culture based on shared belief that students from all backgrounds can achieve at high levels. — Inspires full school community to act in accordance with the vision. <ul style="list-style-type: none"> ▪ Creates a powerful and specific picture of where the school is now and where it is headed. ▪ Consistently revisits vision and goals to keep them relevant. ▪ Ensures everyone puts students first.
Holds self and others accountable for student learning.	<input type="checkbox"/> Does not yet show evidence of skill	<ul style="list-style-type: none"> — Usually holds self accountable for student learning. — Attempts to hold other adults accountable for student learning and school goals. May have inconsistent success. 	<ul style="list-style-type: none"> — Consistently holds self accountable for student learning. Takes personal responsibility when students do not achieve or progress. — Holds others accountable for student learning and school goals, but has limited strategies or strategies are only somewhat effective. 	<ul style="list-style-type: none"> — Holds self accountable for working with staff, students, families, and community to help all students achieve. <ul style="list-style-type: none"> ▪ Reflects on and monitors how own actions impact student achievement. — Effectively holds others accountable for student learning and school goals. <ul style="list-style-type: none"> ▪ Leads by example. ▪ Communicates non-negotiables. ▪ Uses/discusses data to drive student achievement, identify when students do not progress, & identify solutions. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Takes personal responsibility to: <ul style="list-style-type: none"> ▪ Ensure that students are emotionally and socially ready to learn. ▪ Coach others to hold themselves accountable. — Creates and implements systems to hold every member of the school community accountable for every student's learning and success. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Creates a school-wide culture in which staff, students, families, and community: <ul style="list-style-type: none"> ▪ Have high expectations of one another. ▪ Hold one another accountable for every student's learning and success. ▪ Make no excuses.
Strategically aligns leadership behaviors with stated values and goals to drive required change. Develops strategic plans with effective solutions. Adapts appropriately to situation, audience, and needs. <i>(continued on next page)</i>	<input type="checkbox"/> Does not yet show evidence of skill	<ul style="list-style-type: none"> — Articulates values and goals. Understands the importance of aligning actions with values and goals. — Is open to change. Understands theories of change management. — Identifies problems and begins to develop plans. <ul style="list-style-type: none"> ▪ May require significant support to articulate a plan. ▪ Presents limited or less effective solutions. ▪ May work in isolation. 	<ul style="list-style-type: none"> — Occasionally aligns actions with stated values and goals. — Somewhat effectively drives change. Is comfortable with ambiguity. — Identifies and diagnoses problems. Develops somewhat effective plans and solutions. <ul style="list-style-type: none"> ▪ May be effective in simple situations but less effective in complex situations. 	<ul style="list-style-type: none"> — Regularly and strategically aligns actions with stated values and goals. Makes actions transparent. — Effectively drives required change and results. Works productively through ambiguity. Takes appropriate risks. — Analyzes and diagnoses problems. Develops, implements, and sustains strategic plans with effective solutions. <ul style="list-style-type: none"> ▪ Grasps big picture and small details. ▪ Considers tradeoffs. ▪ Sets clear objectives, milestones, and responsibilities. ▪ Evaluates effectiveness and adapts based on results. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Consistently aligns actions with stated values and goals. Helps others align actions with values and goals. — Effectively drives transformation. Helps others develop strategies to deal with change and ambiguity. — Engages others to: <ul style="list-style-type: none"> ▪ Develop comprehensive, strategic plans with creative and alternative solutions, including contingency plans. ▪ Identify and address subsequent challenges that may arise. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Supports school-wide practices so that all actions are aligned with stated values and goals. — Creates a culture that embraces change and supports appropriate risk-taking. — Engages broad representation of school in problem-solving and strategic planning.

Personal Leadership – Fosters a culture of excellence through personal leadership (continued)

Element	No Evid.	Emerging Leader	Developing Leader	Proficient Leader	Master Leader	Exemplary Leader
Strategic leadership (continued)	<input type="checkbox"/> Does not yet show evidence of skill	<ul style="list-style-type: none"> — Has a decision-making style that may, at times, be too top-down or too collaborative. — Is willing and tries to adapt. May struggle to understand the: <ul style="list-style-type: none"> ▪ Group dynamics, ▪ Unique needs of the situation, or ▪ Perspective of a particular audience. 	<ul style="list-style-type: none"> — Makes some decisions based on vision and data and occasionally engages others in decision-making. — Occasionally adapts appropriately and is somewhat effective. Occasionally: <ul style="list-style-type: none"> ▪ Reads group dynamics and ▪ Understands the general needs and perspectives of particular audiences. 	<ul style="list-style-type: none"> — Makes sound decisions based on students, vision, and data. Appropriately balances decisiveness & collaboration. Communicates decisions. — Regularly adapts appropriately to the situation, audience, and needs. <ul style="list-style-type: none"> ▪ Accurately reads group dynamics and understands the unique needs of a particular audience or situation. ▪ Accurately identifies what is or is not working and adapts accordingly. ▪ Considers consequences, anticipates possible obstacles and reactions, and adapts accordingly and effectively. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Makes decision-making process and rationale transparent. Supports others in making sound decisions. — Consistently reads situational and group dynamics and adapts appropriately. <ul style="list-style-type: none"> ▪ Is highly effective, flexible, and able to shift course rapidly and fluidly. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Embeds decision-making processes in a distributed leadership model. — Creates a service-oriented, flexible culture that encourages innovation to respond to the unique situational and group dynamics.
Influences others to achieve results. Builds strong relationships based on mutual respect, trust, and empathy.	<input type="checkbox"/> Does not yet show evidence of skill	<ul style="list-style-type: none"> — Attempts to influence others and gain support but is only sometimes successful. — Works well with others. May respect perspectives of those who agree with own position or those in authority. — Identifies different perspectives. 	<ul style="list-style-type: none"> — Influences others and gains support. Is somewhat effective at mobilizing others. — Possesses strong interpersonal skills and works well with diverse groups of people. Treats all with respect. — Occasionally welcomes and values different perspectives. 	<ul style="list-style-type: none"> — Motivates, influences, and mobilizes others to take action and achieve results. — Builds strong, effective relationships with diverse groups of people based on mutual respect, trust, and empathy. — Actively seeks, values, and considers different perspectives. Addresses conflict and finds common ground. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Leads by example. Inspires others. Models and encourages efficacy in others to produce results. — Models and encourages mutual respect, trust, and empathy. — Helps others handle disagreement and dissent constructively. Transforms disagreement/dissent into opportunity. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Creates a culture that promotes a sense of efficacy and motivates everyone to achieve results. — Creates a culture based on mutual respect, trust, and empathy. — Creates a culture that welcomes diverse perspectives and constructively responds to disagreement and dissent.
Communicates clearly and appropriately for the audience and message.	<input type="checkbox"/> Does not yet show evidence of skill	<ul style="list-style-type: none"> — Can get point across but may struggle to clearly articulate point of view. — Has basic structure or organization in written and oral communication. Sometimes uses incorrect grammar or syntax. — Uses same communication style regardless of context, audience, or message. Uses limited media and may struggle to match media with message. — Understands the importance of listening to others, but does not regularly demonstrate active listening skills. — Demonstrates professionalism. Sometimes demonstrates poise or confidence. 	<ul style="list-style-type: none"> — Generally communicates in a clear and timely manner. Offers limited evidence or rationale to support perspective. — Has general organization and flow in written and oral communication. Makes minor grammatical or syntax errors. — Occasionally tailors communication and media to audience and message. Is somewhat effective. — Occasionally listens to others. Generally checks for understanding. Responds to common nonverbal cues. — Generally demonstrates poise, confidence, and professionalism. Sets clear expectations regarding others' professional behavior. 	<ul style="list-style-type: none"> — Communicates in a clear, effective, and timely manner. Delivers compelling communications that clearly articulate point of view and rationale. — Possesses strong written and oral communication skills. Delivers organized, logical communications that have no grammar or syntax errors. — Regularly differentiates and tailors communication to audience and message. Chooses appropriate media and tone to deliver the message. — Actively listens. Checks for mutual understanding. Responds to subtle verbal and nonverbal cues. — Consistently models: <ul style="list-style-type: none"> ▪ Poise, confidence, & professionalism. ▪ Open and honest communication. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Communicates in an engaging and dynamic manner. Uses communications to inspire. — Supports others in developing their written and oral communication skills. — Supports others in differentiating and tailoring their communication to the audience and message. — Actively solicits and responds to ideas from staff, students, families, and community. Honors all voices. — Helps others to develop their poise and confidence and deal with difficult issues openly, honestly, and directly. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Creates systems to ensure that all communications from anyone in the school are: <ul style="list-style-type: none"> ▪ Clear, effective, and compelling. ▪ Well-organized and easy to follow and understand. ▪ Tailored to meet the specific needs of each audience and message. — Creates a school-wide culture of active listening and response. — Creates a school-wide culture of open and honest communication, professional behavior from all stakeholders, and direct dealings with difficult issues.

Personal Leadership – Fosters a culture of excellence through personal leadership (continued)

Element	No Evid.	Emerging Leader	Developing Leader	Proficient Leader	Master Leader	Exemplary Leader
Demonstrates self-awareness and a commitment to ongoing learning. Welcomes and acts on performance feedback.	<input type="checkbox"/> Does not yet show evidence of skill	<ul style="list-style-type: none"> — Identifies strengths. May demonstrate limited humility and/or struggle to identify growth areas. — Understands the importance of reflection and ongoing learning. Takes limited action to grow or takes action only for career advancement. — Demonstrates limited awareness of either impact on or perception by others. — Accepts some feedback and begins to change behavior accordingly. <ul style="list-style-type: none"> ▪ Solicits feedback through limited means (e.g., annual survey, suggestion box). ▪ May have difficulty changing behavior. ▪ May, at times, take feedback personally or become defensive. 	<ul style="list-style-type: none"> — Accurately identifies specific strengths. Identifies some growth areas, though they may be superficial or limited to technical skills. — Occasionally reflects on experiences. Takes action to grow and develop. <ul style="list-style-type: none"> ▪ Admits some mistakes. ▪ Creates personal growth plan. — Demonstrates some awareness of both impact on and perception by others. — Welcomes and occasionally acts on performance feedback. <ul style="list-style-type: none"> ▪ Occasionally solicits feedback. ▪ May solicit feedback only from a limited group of people. 	<ul style="list-style-type: none"> — Accurately identifies substantial strengths and growth areas. Balances humility and confidence. — Regularly reflects on experiences and assesses own work. Proactively seeks help and takes action to grow. <ul style="list-style-type: none"> ▪ Takes responsibility for mistakes. ▪ Identifies specific actions to address growth areas. — Consistently demonstrates strong awareness of both impact on and perception by others. — Regularly and actively solicits, welcomes, and acts on positive and constructive performance feedback. <ul style="list-style-type: none"> ▪ Responds in a timely manner. ▪ Effectively changes behavior. ▪ Selects and prioritizes feedback. ▪ Keeps feedback in perspective. Understands when feedback may be misdirected or inaccurate. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Balances humility, self-criticism, and confidence. Shares growth areas with others. — Models reflective practice and constant learning. Models: <ul style="list-style-type: none"> ▪ Learning from mistakes and failures. ▪ Sharing growth plans with others and asking others for support. ▪ Ability to learn quickly. — Helps others understand their impact on and perception by others. — Creates two-way, formal and informal feedback loops. <ul style="list-style-type: none"> ▪ Seeks 360° feedback. ▪ Anticipates feedback. ▪ Honors all voices. ▪ Consistently provides positive and constructive feedback to others. Differentiates feedback for others. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Creates a culture in which everyone openly shares growth areas and supports one another in their development. — Creates a culture of ongoing reflection, learning, and improvement. Creates networks of peers to support own ongoing learning. — Creates a culture in which people understand and consider their impact on and perception by others. — Creates a school-wide culture of continuous feedback. <ul style="list-style-type: none"> ▪ Creates a safe environment in which everyone consistently solicits, provides, and acts on constructive feedback. Builds a culture where feedback is taken seriously. ▪ Engages full school community in feedback process.
Demonstrates emotional fortitude and perseveres in the face of obstacles.	<input type="checkbox"/> Does not yet show evidence of skill	<ul style="list-style-type: none"> — Occasionally demonstrates perseverance, but may have limited effectiveness. — Sometimes maintains mental focus. May lose energy when confronted by major obstacles. — Is sometimes willing to make tough decisions or engage in difficult conversations. May back down. — Recognizes own emotions and tries to manage them. <ul style="list-style-type: none"> ▪ May become defensive or defeated in the face of resistance, setbacks, or failure. 	<ul style="list-style-type: none"> — Regularly perseveres. Is effective in less complex situations but has limited results in more challenging situations. — Usually maintains mental focus and energy. — Exhibits willingness to make tough decisions and engage in difficult conversations. Is somewhat effective. — Understands and manages own emotions, reactions, and assumptions. <ul style="list-style-type: none"> ▪ May take resistance or failure personally at times. 	<ul style="list-style-type: none"> — Consistently demonstrates emotional fortitude and perseverance in the face of obstacles. <ul style="list-style-type: none"> ▪ Effectively adapts. Achieves positive results in challenging situations. ▪ Models expected behaviors. — Consistently maintains mental focus, energy, and resiliency. Focuses on solutions and stays the course. — Effectively makes tough decisions and engages in difficult conversations. — Remains calm, constructive & optimistic despite resistance, setbacks, or failure. <ul style="list-style-type: none"> ▪ Does not take it personally. ▪ Quickly transitions from emotional to strategic response. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Is highly effective at adapting to obstacles and achieving results in all situations. Develops relentless drive in others. — Models resiliency. Skillfully anticipates & overcomes resistance. Guides others through adversity and challenges. — Teaches and supports others to make tough decisions and engage in difficult conversations. — Capitalizes on challenges. Models using resistance, setbacks, and failure as opportunities to learn and grow. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Creates a school-wide culture around relentless drive and perseverance. — Creates a school culture that is resilient and relentlessly focused on student achievement and development. — Creates a safe environment that gives people courage to make tough decisions & have difficult conversations. — Creates a culture that transforms resistance, setbacks, and failure into opportunities.

Data – Uses data to set high learning goals and increase student achievement

Element	No Evid.	Emerging Leader	Developing Leader	Proficient Leader	Master Leader	Exemplary Leader
Demonstrates ability to understand and analyze data from multiple sources.	<input type="checkbox"/> Does not yet show evidence of skill	<ul style="list-style-type: none"> — Analyzes isolated components of data. <ul style="list-style-type: none"> ▪ Considers limited pieces, types, or sources of data. ▪ May conduct analysis on own without engaging or sharing information with others. ▪ Demonstrates basic ability to use data analysis tools and software. — Provides simplistic interpretations of data. <ul style="list-style-type: none"> ▪ Proposes no or limited hypotheses to explain data. ▪ May struggle to identify implications or appropriate action steps. — Understands the importance of data collection and management. <ul style="list-style-type: none"> ▪ Knows where to find data. ▪ Implements limited strategies to collect data. 	<ul style="list-style-type: none"> — Analyzes several pieces, types, and sources of data. (See examples under proficient) <ul style="list-style-type: none"> ▪ May share data with a limited group of people. ▪ Effectively uses data analysis tools and software. — Demonstrates some ability to synthesize data. <ul style="list-style-type: none"> ▪ Recognizes some patterns and overarching trends in data. ▪ Proposes some hypotheses to explain data. — Creates some processes and systems to collect and manage data. <ul style="list-style-type: none"> ▪ Knows how to clean/correct data. 	<ul style="list-style-type: none"> — Analyzes, interprets, and broadly shares multiple types of data. Includes: <ul style="list-style-type: none"> ▪ Qualitative and quantitative data at multiple points in time from multiple sources. ▪ State, district and classroom level student performance data. ▪ Data from student assessments, attendance, dropout/promotion/graduation rates, and more. ▪ Data about school culture, learning environment, and safety. — Demonstrates ability to synthesize data in order to develop insights, identify strategic options, and draw conclusions. <ul style="list-style-type: none"> ▪ Recognizes patterns, relationships, and contradictions in data. — Creates policies and systems to generate, collect, and manage data. <ul style="list-style-type: none"> ▪ Monitors data accuracy and appropriateness. ▪ Creates systems to make data accessible and understood by students, staff, and families. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Selects and prioritizes relevant data and appropriate techniques to conduct analyses. <ul style="list-style-type: none"> ▪ Understands when to use which types of data. ▪ Presents data in a meaningful and easy-to-understand manner. ▪ Teaches staff how to analyze, interpret, and use data. — Provides sophisticated interpretations of data. <ul style="list-style-type: none"> ▪ Develops hypotheses to explain apparent contradictions in data. ▪ Effectively facilitates others' ability to analyze and interpret data. — Collaborates with others to develop systems to generate, collect, and manage data. <ul style="list-style-type: none"> ▪ Designs and implements quality control mechanisms. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Consistently engages staff, students, families, and community in analyzing, interpreting, and using multiple types of data on a continuous basis. — Creates structures to continuously test hypotheses. Supports the full school community (staff, students, families) in understanding data analysis and being able to articulate findings and implications. — Creates continuous feedback loops in data collection system. Collaborates with others outside the school/DOE to: <ul style="list-style-type: none"> ▪ Identify additional data resources. ▪ Tailor the data collection and management process to address the school's unique needs.
Uses data to identify student learning trends, set goals, monitor and modify instruction, and increase student achievement. <i>(continued on next page)</i>	<input type="checkbox"/> Does not yet show evidence of skill	<ul style="list-style-type: none"> — Articulates some goals though may lose focus on outcomes/results or vice versa. <ul style="list-style-type: none"> ▪ Rarely uses data to inform goal-setting. — Gathers and utilizes aggregated data. <ul style="list-style-type: none"> ▪ Focuses on overall picture or limited sub-groups (e.g., just ELA, ELL, or students scoring 2 and on the border of scoring 3). 	<ul style="list-style-type: none"> — Articulates & focuses on goals & results. <ul style="list-style-type: none"> ▪ Uses some data to inform goals. ▪ Creates some benchmarks, but they may lack detail or not be clearly linked to goals. — Gathers and monitors some aggregated and disaggregated data. <ul style="list-style-type: none"> ▪ Provides teachers with access to aggregated and some disaggregated data. 	<ul style="list-style-type: none"> — Maintains a laser-like focus on student achievement and improvement. <ul style="list-style-type: none"> ▪ Uses data to set high, concrete, measurable goals and benchmarks for all students and staff. — Gathers, generates, and utilizes data to understand, monitor, and compare the performance and progress of: <ul style="list-style-type: none"> ▪ Each student, classroom, and grade level in each subject area. ▪ Groups of interest, including breakdowns by ethnicity, gender, special education students, English language learners, and others. ▪ The school's current and past performance and progress as compared to that of similar schools as well as the city and state. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Engages in collaborative process to set rigorous, detailed goals and benchmarks for improved student learning. <ul style="list-style-type: none"> ▪ Adapts benchmarks as necessary. — Engages all staff in analyzing and discussing disaggregated student achievement data. <ul style="list-style-type: none"> ▪ Communicates results to and engages all stakeholders in improving student achievement. ▪ Focuses all staff on closing achievement gaps between sub-groups of students. ▪ Benchmarks successful schools with similar demographics to identify strategies for improving student achievement. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Creates clear systems and consistent opportunities to talk with teachers, students and families about student achievement goals, benchmarks, and progress. — Makes data public and transparent, and uses data to drive conversations. <ul style="list-style-type: none"> ▪ Visibly posts/shares all data – positive and negative – at all levels of detail (e.g., school, class, sub-group, student data, etc.). ▪ Consistently shares data in a timely manner. ▪ Engages all stakeholders in analyzing and discussing data at all levels of detail.

Data – Uses data to set high learning goals and increase student achievement (continued)

Element	No Evid.	Emerging Leader	Developing Leader	Proficient Leader	Master Leader	Exemplary Leader
<p>Uses data to inform instruction and increase student achievement <i>(continued)</i></p>	<p>☐ Does not yet show evidence of skill</p>	<ul style="list-style-type: none"> — Understands the importance of data but rarely uses data to inform planning or resource allocation. — Understands and is compliant with accountability requirements. Uses limited data (e.g., only summative data) to inform instruction. 	<ul style="list-style-type: none"> — Occasionally uses data to plan and allocate resources. <ul style="list-style-type: none"> ▪ Occasionally monitors progress and adjusts plans accordingly. — Uses summative and formative data to inform instruction. Provides some support to teachers to differentiate instruction based on data. 	<ul style="list-style-type: none"> — Uses data in real time to create and implement plans and allocate resources to attain student achievement goals. <ul style="list-style-type: none"> ▪ Regularly monitors and evaluates progress toward goals and adjust strategies accordingly. — Ensures staff use summative and formative data – as well as student work – to provide differentiated instruction that meets the specific needs of all students. <ul style="list-style-type: none"> ▪ Uses data to monitor and modify instruction in real-time to accelerate learning. ▪ Breaks down results and conducts item analysis to identify gaps in learning. ▪ Focuses conversations on student achievement and data. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Uses data to identify barriers to success and identify strategies to address those barriers. — Uses summative, formative and daily data to monitor the impact of the school’s instructional program. <ul style="list-style-type: none"> ▪ Uses data to guide school-wide decisions regarding curriculum, instructional practice, staff assignments, and schedules to meet student learning goals. ▪ Engages, guides & supports teachers in using data to inform instruction. ▪ Clarifies the links between specific classroom data and full school data, and holds everyone accountable. ▪ Supports teachers in creating their own formative assessments. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Engages stakeholders from throughout the school community in using data to create action plans, monitor progress, and allocate resources. — Engages staff in designing and implementing systems to track ongoing student progress. <ul style="list-style-type: none"> ▪ Helps teachers engage students in using data to set their own goals, track progress (e.g., understand their strengths and growth areas, where they are in comparison to standards and their peers), and hold themselves accountable.
<p>Develops school culture and practices that rely on data to inform adult learning, professional development, and decision-making.</p>	<p>☐ Does not yet show evidence of skill</p>	<ul style="list-style-type: none"> — Understands the need for data. Views data as helpful information. — Understands the need to refer to data when making decisions and sometimes implements this in practice. — Uses limited data (e.g., survey results) to identify professional development needs. Creates professional development plan for the year and rarely adapts it based on data. — Uses limited data or only sometimes uses data to assess organizational effectiveness. 	<ul style="list-style-type: none"> — Helps staff view data as supportive, rather than punitive, information. Reduces fear of data. — Often uses data to inform decision-making and evaluate decisions for effectiveness. — Uses data to determine some next steps for professional development. — Uses data to identify needs and assess organizational effectiveness. 	<ul style="list-style-type: none"> — Incorporates data in conversations with every member of the school community. Helps stakeholders become comfortable with the use of data. — Consistently makes results-oriented, data-driven decisions to support strategic priorities. Consistently evaluates decisions for effectiveness. — Uses data to make strategic and timely professional development decisions to meet student and teacher improvement goals. — Consistently collects and uses data to: <ul style="list-style-type: none"> ▪ Prioritize needs, ▪ Assess organizational effectiveness, ▪ Promote organizational learning, ▪ Evaluate progress, and ▪ Revise plans as appropriate. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Helps all stakeholders value, make sense of, and use data. Creates transparency around data. — Models using data to make decisions. Consistently asks staff to identify the data they used in making decisions. — Uses data to differentiate staff’s development plans to address student needs. Identifies intervention plans for teachers based on student data. — Guides staff in appropriately using data to identify/prioritize needs and drive continuous improvement. Facilitates the use of data to reflect, refine, and adapt. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Creates a school environment that embraces consistent use and discussion of data. — Creates a school culture in which everyone consistently uses data to make and rationalize decisions. — Creates a school culture in which staff reflect on data to determine their professional development needs and create learning opportunities to address their own needs. — Creates excitement around tracking progress and develops a school culture that uses data to drive continuous improvement.

Curriculum and Instruction – Leverages deep knowledge of curriculum, instruction and assessment to improve student learning

Element	No Evid.	Emerging Leader	Developing Leader	Proficient Leader	Master Leader	Exemplary Leader
<p>Develops, implements, and evaluates rigorous curricula/content to accelerate learning for all students.</p> <p><i>(What we teach)</i></p>	<p><input type="checkbox"/> Does not yet show evidence of skill</p>	<ul style="list-style-type: none"> — Understands 1-2 content areas and associated curricula. <ul style="list-style-type: none"> ▪ Possesses basic knowledge of other content areas. ▪ May struggle to apply knowledge of one content area to another. — Views content areas as separate and distinct. <ul style="list-style-type: none"> ▪ Demonstrates basic understanding of how to incorporate either literacy or math across content areas. 	<ul style="list-style-type: none"> — Deeply understands 1-2 content areas and possesses working knowledge of many other content areas and associated curricula. <ul style="list-style-type: none"> ▪ Can develop and evaluate curriculum in <3 content areas. ▪ Can identify lesson quality and apply pedagogy regardless of content area or curriculum. — Supports integration across some content areas. <ul style="list-style-type: none"> ▪ Supports literacy and mathematic development across content areas. 	<ul style="list-style-type: none"> — Demonstrates ability to evaluate curricula across content areas. Engages staff in curriculum planning to: <ul style="list-style-type: none"> ▪ Accelerate learning for all students. ▪ Ensure curriculum is comprehensive, rigorous, and engaging. ▪ Support continuity and seamlessness across all grades and content areas. — Supports integration across all content areas. <ul style="list-style-type: none"> ▪ Includes a strong focus on literacy and mathematic development across all areas. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Engages staff in curriculum planning, implementation, evaluation, and adaptation. <ul style="list-style-type: none"> ▪ Facilitates backwards mapping and appropriate sequencing. ▪ Creates ongoing monitoring and evaluation systems to inform the revision and adaptation of curricula. ▪ Promotes structured collaboration via professional learning communities. — Encourages the implementation of cross-disciplinary curricula across all content areas. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Contributes to knowledge management platform and/or research, articles, and books about effective curricula planning, evaluation, and adaptation. — Shares cross-disciplinary curricula with others beyond the school.
<p>Supports teachers in using effective instructional strategies to meet students' diverse learning needs.</p> <p><i>(How we teach)</i></p>	<p><input type="checkbox"/> Does not yet show evidence of skill</p>	<ul style="list-style-type: none"> — Keeps informed about current research regarding effective instructional strategies. — Demonstrates limited understanding of: <ul style="list-style-type: none"> ▪ Different learning styles, developmentally appropriate practice, and instructional strategies, including differentiation. ▪ Strengths and weaknesses of different instructional strategies. ▪ Strategies to meet the needs of English Language Learners and students with special needs. ▪ Ways to create safe learning environments. ▪ Ways to use some materials and technologies to support student learning. — Demonstrates understanding of how to evaluate instructional strategies. 	<ul style="list-style-type: none"> — Occasionally engages staff in reading articles and books about research and effective practice. — Provides some support to teachers in implementing effective, individualized strategies. <ul style="list-style-type: none"> ▪ Deeply understands and can implement a variety of instructional strategies. Can articulate strategies' strengths and weaknesses. ▪ Identifies unique learning needs. ▪ Helps teachers create positive, safe learning environments. ▪ Promotes the use of appropriate materials and technologies to support student learning. — Occasionally evaluates instructional strategies. <ul style="list-style-type: none"> ▪ Removes distractions from student learning. 	<ul style="list-style-type: none"> — Regularly engages staff in discussions about current research, effective strategies, and application to their own practice. — Helps teachers learn and implement a variety of effective strategies to: <ul style="list-style-type: none"> ▪ Maximize engagement and learning. ▪ Scaffold learning. ▪ Differentiate instruction to meet diverse learning needs, including those of English Language Learners and students with special needs. ▪ Create and maintain positive, safe, and inclusive learning environments. ▪ Evaluate and select appropriate materials and technologies to effectively support student learning. — Regularly evaluates strategies for effectiveness and student learning. <ul style="list-style-type: none"> ▪ Adjusts to accelerate learning. ▪ Maximizes time spent on quality instruction and student learning. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Provides structured collaboration to engage staff. Exposes staff to, and encourages staff to develop, innovative, research-based ideas. — Mobilizes staff to continually modify and improve instructional practice to ensure constant student achievement gains. <ul style="list-style-type: none"> ▪ Supports the use of multiple strategies and interventions to meet the needs of all students. ▪ Consistently models effective instructional strategies. Promotes inter-visitation among teachers. ▪ Engages staff and students in creating and maintaining positive, safe, and inclusive learning environments. — Engages others in evaluating strategies for effectiveness and adjusting accordingly. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Opens school as a demonstration site. Contributes to knowledge management platform and/or research, articles, and books about effective practice. — Supports teacher creativity within the confines of: <ul style="list-style-type: none"> ▪ Clear expectations of results and ▪ Clear identification of what good instruction looks like. — Continually refines own teaching craft by directly teaching students. — Shares lessons learned from evaluating and adapting strategies beyond the school. Serves as a resource to colleagues on evaluation of instructional strategies.

Curriculum and Instruction – Leverages deep knowledge of curriculum, instruction and assessment to improve student learning (continued)

Element	No Evid.	Emerging Leader	Developing Leader	Proficient Leader	Master Leader	Exemplary Leader
Regularly assesses student learning and ensures the provision of specific, timely feedback to teachers and students.	<input type="checkbox"/> Does not yet show evidence of skill	<ul style="list-style-type: none"> — Demonstrates basic understanding of some assessment strategies and tools. <ul style="list-style-type: none"> ▪ Assesses student learning using limited strategies or limited frequency. — Provides some feedback to teachers. Feedback may be limited or lack specificity or timeliness. — Understands the value of having teachers look together at student work and data to improve instruction. 	<ul style="list-style-type: none"> — Occasionally assesses student learning using formal and informal assessments. <ul style="list-style-type: none"> ▪ Gathers several indicators of student learning. ▪ Identifies teachers who do not use assessments frequently or effectively. — Occasionally provides specific, timely feedback to teachers. — Occasionally provides time for some teachers to look together at student work and data to improve instruction. 	<ul style="list-style-type: none"> — Consistently assesses student learning and progress using multiple formal and informal assessment strategies. <ul style="list-style-type: none"> ▪ Gathers and uses multiple indicators of student learning to reveal patterns, trends, and insights. ▪ Regularly reviews assessments used by teachers. Coaches teachers to improve their assessment practices. ▪ Supports teachers in using data and assessments to identify content/skills to re-teach and adapt strategies. — Regularly provides specific, timely, meaningful feedback to teachers. Supports teachers in providing: <ul style="list-style-type: none"> ▪ Specific, timely, meaningful feedback to students. ▪ Multiple opportunities for students to improve performance. — Creates regular time for teachers to collaboratively review and analyze student work and data. <ul style="list-style-type: none"> ▪ Clarifies what student proficiency means and how it looks. ▪ Supports teachers in sharing and reflecting on student work and data. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Develops and monitors school-wide assessment practices. <ul style="list-style-type: none"> ▪ Supports and engages teachers in creating internal assessment tools. ▪ Continually evaluates and adapts assessment tools. ▪ Routinely shares assessments within and across grade and content areas. — Helps teachers create systems in which students can track their own progress. — Supports teachers in collectively determining what student proficiency means and how it looks. Reinforces common assessment practices by regular exchange of student work. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Serves as a resource to colleagues and other principals in developing and using assessments to enhance student learning. — Shares feedback mechanisms with colleagues beyond the school. — Creates systems to promote consistency and inter-rater reliability in assessing student work within and across grades and content areas.
Aligns standards, curricula, instructional strategies, and assessment tools.	<input type="checkbox"/> Does not yet show evidence of skill	<ul style="list-style-type: none"> — Demonstrates basic understanding of the relationships among standards, curricula, instructional strategies, and assessment tools. <ul style="list-style-type: none"> ▪ Knows how to access state standards in each content area. ▪ Identifies some standards or desired end goals. ▪ Implements existing curricula, instructional strategies, and assessments but may not align them. 	<ul style="list-style-type: none"> — Somewhat effectively aligns standards, curricula, instructional strategies, and assessment tools. <ul style="list-style-type: none"> ▪ Implements some, but not all, of the strategies in the proficient column (e.g., ensures assessments measure standards but does not fully align assessments with curricula) 	<ul style="list-style-type: none"> — Facilitates teacher engagement in analysis and alignment of standards, curricula, instructional strategies, and assessment tools. Helps teachers: <ul style="list-style-type: none"> ▪ Clearly identify standards/desired end goals. Specify what students should know and be able to do. ▪ Select curricula that will address the standards & develop necessary skills. ▪ Use instructional strategies and pace to most effectively cover content and develop critical skills. ▪ Develop assessments that measure student learning against the standards. Align assessments to curricula and strategies. — Promotes alignment within and across grades and content areas. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Promotes a school-wide approach to alignment. <ul style="list-style-type: none"> ▪ Effectively teaches and supports others in analyzing and aligning standards, curricula, instructional strategies, and assessment tools. ▪ Promotes structured collaboration on alignment via professional learning communities. ▪ Works collaboratively to identify areas that are not in alignment and identify strategies to increase alignment. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Revisits and revises alignment based on research, promising practices, and student achievement results. Creates continuous feedback loops to inform design and use of curricula, instructional strategies, and assessment tools.

Staff and Community – Develops staff, appropriately shares leadership, and builds strong school communities

Element	No Evid.	Emerging Leader	Developing Leader	Proficient Leader	Master Leader	Exemplary Leader
Recruits and selects effective teachers.	<input type="checkbox"/> Does not yet show evidence of skill	<ul style="list-style-type: none"> — Recruits in response to vacancies. More reactive than proactive. — Uses limited channels that already exist within the DOE to find candidates. <ul style="list-style-type: none"> ▪ Understands technical mechanics of how to look for and find candidates. — Focuses on filling vacancies rather than finding best fit. <ul style="list-style-type: none"> ▪ Articulates basic needs and expectations for role. — Implements basic selection process, though it may lack rigor. — Conducts interviews on own. 	<ul style="list-style-type: none"> — Sometimes anticipates vacancies and begins early recruitment of candidates. — Uses limited channels in the DOE and beyond to find candidates. — Focuses on licenses and content more than fit. <ul style="list-style-type: none"> ▪ Articulates some specific expectations and desired characteristics and skills. — Implements selection process that assesses some dispositions, content knowledge, and pedagogy. — Engages limited number of people (e.g., only those on leadership team) in interview process. 	<ul style="list-style-type: none"> — Anticipates vacancies and proactively recruits candidates. — Uses multiple channels within the DOE and beyond to find candidates. <ul style="list-style-type: none"> ▪ Seeks venues and implements strategies to increase diversity and quality of candidate pool. — Focuses on best fit for school, culture, and program/position. <ul style="list-style-type: none"> ▪ Clearly articulates specific expectations and criteria (e.g., characteristics, skills, competencies). — Designs and implements rigorous, evidence-based selection process to determine fit and assess dispositions, content knowledge and pedagogy. — Engages staff beyond the leadership team in selection process. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Consistently seeks & cultivates potential talent. Engages staff in recruitment. — Develops and maintains networks and relationships within the DOE and with external organizations. <ul style="list-style-type: none"> ▪ Markets school and opportunities. ▪ Facilitates use of student teachers and interns to develop a pipeline. — Maintains a high bar based on well-developed expectations and criteria. <ul style="list-style-type: none"> ▪ Looks to complement existing team. — Ensures implementation of selection process is consistent and transparent. <ul style="list-style-type: none"> ▪ Increases rigor by including multiple activities to assess candidates. — Engages teachers/staff in developing, implementing, and refining selection tools and process. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Builds future pipeline of candidates. Engages stakeholders in recruitment. — Serves as a recruitment resource for others. <ul style="list-style-type: none"> ▪ Recruits people into education more generally, beyond specific school needs. — Engages a team to develop expectations and criteria that will complement the existing team. — Shares selection process and effective practices with others beyond the school. — Engages representatives from across the school community to recruit, select, and get candidates to accept offers.
Improves classroom teaching by setting clear expectations and observing, coaching, and evaluating teachers and staff. <i>(Continued on the next page)</i>	<input type="checkbox"/> Does not yet show evidence of skill	<ul style="list-style-type: none"> — Sets general expectations. <ul style="list-style-type: none"> ▪ Focuses on “rules” and compliance rather than quality teaching. ▪ May be less comfortable in setting goals and expectations for individual teachers. — Conducts observations as part of formal supervision and evaluation only. <ul style="list-style-type: none"> ▪ Meets minimum observation requirements. ▪ May be less comfortable using less formal mechanisms to provide feedback. 	<ul style="list-style-type: none"> — Defines some expectations of professional conduct and quality teaching. — Conducts observations and walk-throughs to gain snapshots of teacher practice. <ul style="list-style-type: none"> ▪ Views observations as learning opportunities. ▪ Provides some feedback to facilitate teacher growth. 	<ul style="list-style-type: none"> — Defines and sets clear, specific expectations. <ul style="list-style-type: none"> ▪ Clarifies how good instruction looks. ▪ Regularly revisits expectations and teachers’ performance against them. ▪ Holds all teachers and staff accountable to meeting expectations. — Regularly conducts formal and informal observations. <ul style="list-style-type: none"> ▪ Visits classrooms frequently. ▪ Effectively communicates specific positive and constructive feedback from observations. ▪ Effectively shares strategies to improve practice. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Engages staff in setting and revising expectations. <ul style="list-style-type: none"> ▪ Helps staff surpass expectations. ▪ Supports staff in assessing peers and holding one another accountable. — Consistently conducts formal and informal observations and provides specific, substantive feedback. <ul style="list-style-type: none"> ▪ Connects observations and feedback to student work and learning. ▪ Provides frequent opportunities for teachers to observe and evaluate each other’s classroom instruction in an open and reflective environment. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Creates a school-wide culture of shared expectations for high-quality teaching and learning and shared responsibility for holding one another accountable for meeting and surpassing expectations. — Uses multiple supervision and observation strategies (e.g., learning walks, formal principal observations, peer observations, video taping and analysis, etc.) in a systematic way. <ul style="list-style-type: none"> ▪ Creates a collegial environment in which all teachers invite observers. ▪ Promotes open dialogue and appropriate risk taking.

Staff and Community – Develops staff, appropriately shares leadership, and builds strong school communities (continued)

Element	No Evid.	Emerging Leader	Developing Leader	Proficient Leader	Master Leader	Exemplary Leader
<p>Observes, coaches, and evaluates teachers and staff <i>(continued)</i></p>	<p><input type="checkbox"/> Does not yet show evidence of skill</p>	<ul style="list-style-type: none"> — Meets minimum coaching requirements. <ul style="list-style-type: none"> ▪ Focuses on compliance more than teachers' growth. — Evaluates teachers using traditional metrics and mechanisms (i.e., 1-2 formal observations focused on lesson objective, student engagement and behavior, environment). May be less comfortable focusing on teachers' skills and student learning in evaluating performance. 	<ul style="list-style-type: none"> — Provides limited coaching. <ul style="list-style-type: none"> ▪ Coaching may be more directive than developmental. — Sometimes evaluates teachers based on teachers' skills and evidence of student learning and growth. 	<ul style="list-style-type: none"> — Ensures all teachers receive differentiated coaching to improve the quality of each teacher's instruction. <ul style="list-style-type: none"> ▪ Effectively supports teachers in learning new instructional strategies to meet individual student needs. ▪ Holds teachers accountable for quality teaching & student outcomes. — Evaluates teachers based on teachers' skills, evidence of student learning and growth, and extent to which students are being challenged. <ul style="list-style-type: none"> ▪ Looks at individual student and cohort growth. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Asks probing questions to encourage staff to reflect on and improve their practice. <ul style="list-style-type: none"> ▪ Identifies clear next steps, and holds staff accountable to those steps. ▪ Meets regularly to track progress towards goals and growth areas. — Helps teachers evaluate themselves based on student learning and growth. <ul style="list-style-type: none"> ▪ Supports teachers in using data and evaluations to improve their practice. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Creates a culture of reflective practice. Engages school leaders in providing coaching to others. — Creates a culture in which teachers evaluate themselves and others. <ul style="list-style-type: none"> ▪ Engages teachers in developing evaluation tools focused on student learning and growth. ▪ Shares evaluation tools with other school and system leaders.
<p>Supports the development of all teachers. Stimulates and retains high performers, mentors early career teachers, challenges low performers to improve, and dismisses poor performers who do not improve.</p>	<p><input type="checkbox"/> Does not yet show evidence of skill</p>	<ul style="list-style-type: none"> — Has a basic understanding of staff's strengths and growth areas. — Identifies high-performers but may not provide additional stimulation. — Implements a mentoring program in compliance with regulations. <ul style="list-style-type: none"> ▪ Provides mentoring for first-year teachers only, regardless of whether other teachers need continued support. — Identifies poor performers but lacks strategies to address poor performance. <ul style="list-style-type: none"> ▪ May avoid dismissals or struggle to dismiss poor performers. 	<ul style="list-style-type: none"> — Understands each staff member's strengths and growth areas. Begins to support their development. — Identifies and engages high performers. <ul style="list-style-type: none"> ▪ Acknowledges and appreciates high performers. — Implements somewhat effective mentoring program that provides continued support for early career teachers who need it. <ul style="list-style-type: none"> ▪ Develops induction and support strategies for teachers who are new to the profession or school. — Dismisses some, but not all, poor performers. <ul style="list-style-type: none"> ▪ Begins to document poor performance based on data and observations. Clarifies expectations. ▪ May struggle to identify when dismissal is necessary or may implement the process poorly. 	<ul style="list-style-type: none"> — Has a detailed understanding of each staff member's strengths and growth areas and supports their development accordingly. <ul style="list-style-type: none"> ▪ Supports teachers in moving from struggling to good and from good to great. — Stimulates and retains high performers by providing continued growth opportunities. <ul style="list-style-type: none"> ▪ Gives additional responsibility to those who demonstrate higher levels of proficiency. — Implements a robust, well-developed mentoring program that is aligned with school's needs & data and integrated with other professional development. <ul style="list-style-type: none"> ▪ Engages formal and informal mentors. — Identifies poor performers. Clarifies expectations, provides and documents interventions and support, and knows when dismissal is necessary. <ul style="list-style-type: none"> ▪ Dismisses poor performers based on documented data and results of prior interventions and support. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Collaboratively creates & implements individualized development plans for each staff member based on growth areas. Sets goals for individual teachers that align with school goals. Recognizes collective strengths and weaknesses. — Engages high performers as coaches, trainers, or role models. <ul style="list-style-type: none"> ▪ Provides appropriate autonomy in return for high performance and results. — Thoughtfully matches mentors and mentees. Implements systems to assess mentoring program and pairs. — Skillfully addresses poor performance. <ul style="list-style-type: none"> ▪ Maintains resiliency. ▪ Skillfully conducts difficult conversations as part of the dismissal process. ▪ Implements clear, direct, transparent dismissal process in a timely manner. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Creates a culture in which everyone openly shares their development plans and growth areas and supports one another in their development. — Engages high performers as visible thought partners and school leaders. <ul style="list-style-type: none"> ▪ Supports high performers' continued growth and leadership development. — Differentiates developmental mentoring from evaluation. Consistently assesses and adapts mentoring program and pairs as appropriate. — Coaches poor performers who do not improve to understand the need for dismissal or resignation. <ul style="list-style-type: none"> ▪ Counsels poor performers out of the profession. ▪ Supports other school leaders in identifying and dismissing poor performers.

Staff and Community – Develops staff, appropriately shares leadership, and builds strong school communities (continued)

Element	No Evid.	Emerging Leader	Developing Leader	Proficient Leader	Master Leader	Exemplary Leader
Builds strong teams, develops leadership capacity among staff, and shares responsibilities appropriately.	☐ Does not yet show evidence of skill	<ul style="list-style-type: none"> — Understands basic team development and formation. Begins to implement team building strategies, but strategies may be superficial or have limited effectiveness. — Understands the importance of celebrating accomplishments to sustain and improve performance. Begins to do so in practice. — Predominantly leads on own. May recognize the need to develop leadership capacity among staff but may not have the time or ability to do so. — Understands the importance of sharing responsibility but may be less effective at sharing and/or delegating responsibilities in practice. 	<ul style="list-style-type: none"> — Understands team development and recognizes team dynamics. Implements somewhat effective team building strategies. — Understands motivation, recognition, and reward strategies. Recognizes and celebrates some accomplishments of staff and/or students. — Provides limited leadership opportunities for others and/or develops leadership capacity among only select staff. — Understands when it is appropriate to share leadership, delegate, or engage others in decision-making. Is somewhat effective. 	<ul style="list-style-type: none"> — Develops effective teams with clear norms, roles, and responsibilities. Anticipates and responds to team dynamics. — Regularly and fairly recognizes and celebrates accomplishments of staff and students. Highlights exemplary practice. — Effectively facilitates leadership development among staff. <ul style="list-style-type: none"> ▪ Maximizes staff talents/strengths. ▪ Provides formal and informal leadership opportunities. — Appropriately and effectively shares leadership, delegates, and engages others in decision-making and implementation. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Develops effective, accountable teams. <ul style="list-style-type: none"> ▪ Creates cohesion and team culture. ▪ Coaches others to lead high-performing teams. — Provides appropriate & differentiated acknowledgment based on the individual. Publicly recognizes and celebrates school accomplishments. — Actively coaches staff in their leadership development. <ul style="list-style-type: none"> ▪ Continually considers next professional opportunity for all staff. ▪ Promotes staff as appropriate. ▪ Conducts succession planning. — Appropriately and effectively distributes leadership and engages multiple voices in decision-making and implementation. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Builds school-wide culture in which all team members are responsible for the team's health and effectiveness. Supports teams in holding one another accountable. — Acknowledges school challenges, as well as accomplishments. Demonstrates ability to transform failures into opportunities & sources of motivation. — Creates culture that values leadership development and engages others in the leadership development process. <ul style="list-style-type: none"> ▪ Creates clear, fair, and transparent career paths to leadership. ▪ Develops leaders for the system, not just own school. — Creates school-wide culture of shared and distributed leadership across all stakeholders.
Establishes systems that promote learning, collaboration, and communication throughout the school.	☐ Does not yet show evidence of skill	<ul style="list-style-type: none"> — Infrequently schedules time for meetings or professional development. May struggle to find adequate time. — Understands the importance of continual learning and collaboration. Is aware of some adult learning and working styles. — Provides some professional development, but it may be fragmented or disconnected. <ul style="list-style-type: none"> ▪ Knows some theories and research underlying effective professional development. — Creates basic system to communicate with some stakeholders. 	<ul style="list-style-type: none"> — Sets up some time for departmental or grade level meetings and professional development. Often focuses meetings on student achievement and instruction. — Understands multiple adult learning and working styles. Creates some systems to promote continual learning and collaboration. Begins to reduce sense of isolation among staff. — Provides several types of professional development from several sources. <ul style="list-style-type: none"> ▪ Understands effective professional development strategies. ▪ Creates some coherence/alignment in professional development offerings. — Creates effective system to communicate with most stakeholders. Uses formal and informal communication methods. 	<ul style="list-style-type: none"> — Schedules regular time for meetings and joint planning to facilitate discussions about student work and effective practice. Focuses all meetings on students, instruction, and achievement, not administration. — Creates professional learning communities to facilitate continual learning, reflective practice, and collaboration across grades and content areas. Creates a safe environment to acknowledge weakness and ask for help. — Provides comprehensive and cohesive prof. dev. on content and pedagogy. <ul style="list-style-type: none"> ▪ Provides learning opportunities for staff at all developmental levels. ▪ Regularly assesses and adapts offerings based on staff needs and student outcomes. — Creates formal and informal communication systems to regularly gather and share information with all stakeholders. Maintains open and effective lines of communication. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Creatively reworks schedules to maximize time for joint planning, collaborative examination of student work, inter-visitations and debriefing, effective practice sharing, and discussions. — Supports continued learning by creating knowledge management systems, developing regular structures for staff to assess their own growth, creating non-evaluative learning opportunities, and encouraging visits to other schools. — Differentiates professional development based on teachers' needs. <ul style="list-style-type: none"> ▪ Uses professional development sessions to model quality instructional practices. — Develops effective means for staff, students, families, and community members to communicate and share feedback with one another. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Creates innovative systems to support joint planning and effective practice sharing to increase student learning. Creates regular feedback loops for continuous improvement. — Creates a culture in which continuous learning, reflection, and collaboration is everyone's responsibility. Engages staff in suggesting, creating, and implementing new systems to promote school-wide learning and collaboration. — Differentiates process and content of professional development based on: <ul style="list-style-type: none"> ▪ Evidence of student learning and growth (data, observations), ▪ Teacher needs, and ▪ Teacher interests. — Engages stakeholders in suggesting, creating, and implementing new systems to promote ongoing communication.

Staff and Community – Develops staff, appropriately shares leadership, and builds strong school communities (continued)

Element	No Evid.	Emerging Leader	Developing Leader	Proficient Leader	Master Leader	Exemplary Leader
<p>Listens effectively to families, students, and the school community. Proactively engages the school community around the school's learning goals.</p>	<p><input type="checkbox"/> Does not yet show evidence of skill</p>	<ul style="list-style-type: none"> — Recognizes the importance of communicating with and listening to the school community but rarely implements strategies in practice. — Seeks parental/family support. <ul style="list-style-type: none"> ▪ May be reactive and limit communication and engagement to times of challenge. ▪ May rely on parent coordinator to engage families and be less involved in this aspect of the work. — Makes self accessible when necessary. 	<ul style="list-style-type: none"> — Occasionally communicates with and listens to some members of the school community. May rely on usual suspects or not engage diverse stakeholders. — Seeks family and community support. Uses limited strategies to engage families and communities in both positive and negative circumstances. Is somewhat effective at engaging segments of the school community around the school's learning goals. — Occasionally makes self accessible (e.g., may create an open door policy with specific hours). 	<ul style="list-style-type: none"> — Regularly and effectively communicates with, listens, and responds to families, students, and the school community. Respects voices of all members of school community. — Seeks family and community input, support, and involvement in many circumstances. Proactively engages the full school community around the school's learning goals. — Ensures visibility, accessibility, and approachability by minimizing time spent in the office. May schedule time for families, students, and community members to discuss questions, feedback, concerns, or suggestions. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Tracks all communications with individual students, families, and community members to facilitate specific follow-up. Identifies resources to address student, family, and community needs. — Consistently engages families, students and community as active partners in attaining the school's learning goals. <ul style="list-style-type: none"> ▪ Creates structures for family and community collaboration with staff. ▪ Views families and communities as resources for the school. — Creates multiple venues to increase accessibility and approachability for families, students, and community members. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Communicates with and influences people outside of the school community regarding education issues. — Appropriately shares leadership with families, students, and community. Communicates with and engages the school community in system-wide initiatives and learning goals. — Creates a school-wide culture in which all parties make themselves accessible and approachable to families, students, and community members.

Resources and Operations – Manages resources and operations to improve student learning

Element	No Evid.	Emerging Leader	Developing Leader	Proficient Leader	Master Leader	Exemplary Leader
<p>Develops and implements systems and processes to ensure effective operations that support student learning.</p>	<p><input type="checkbox"/> Does not yet show evidence of skill</p>	<ul style="list-style-type: none"> — Understands basic operational systems, policies, and procedures. May struggle to link or apply operational knowledge to support teaching and learning. — Builds background knowledge in creating behavior management plans and a safe environment. <ul style="list-style-type: none"> ▪ Can implement plans on a classroom level. — Recognizes the need to establish attendance procedures and can do so in a limited context (e.g., in one class). — Understands the laws, regulations, and policies under which the school must operate. 	<ul style="list-style-type: none"> — Implements some operational systems, policies, and procedures to support the smooth running of the school and student learning. — Implements some school-wide plans and policies to promote positive behavior and create a safe learning environment. — Establishes school-wide attendance policies and procedures. — Maintains current knowledge and understanding of legal obligations. <ul style="list-style-type: none"> ▪ Understands union contracts and uses knowledge to make effective decisions that support student learning. 	<ul style="list-style-type: none"> — Designs and manages school operations to support student learning. <ul style="list-style-type: none"> ▪ Protects instructional time. ▪ Makes strategic scheduling and staffing decisions. ▪ Creates and enforces clear policies, operating procedures, and routines. Monitors & adapts based on needs. — Designs and implements safety and behavior management plans & policies. <ul style="list-style-type: none"> ▪ Regularly promotes and recognizes positive behavior. ▪ Ensures the school is safe and secure. ▪ Implements monitoring procedures and adapts as necessary. ▪ Effectively plans for, prevents, and responds to crises and emergencies. — Ensures there are effective and consistently applied procedures to encourage and monitor student and staff attendance and punctuality. — Ensures the school operates in compliance with local, state, and federal policies and requirements. <ul style="list-style-type: none"> ▪ Efficiently completes reports. ▪ Effectively manages contracts. ▪ Maintains confidentiality of records. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Ensures that operations support the school's long-term sustainability. <ul style="list-style-type: none"> ▪ Uses data and technology to monitor operations and address challenges. ▪ Reviews the effectiveness, scalability, and sustainability of operational systems. — Proactively addresses potential safety and behavior management challenges. <ul style="list-style-type: none"> ▪ Promotes consistent school-wide recognition of positive behavior. ▪ Ensures students and staff assume responsibility for maintaining a safe and positive school environment. ▪ Calmly manages emergencies. — Creates innovative strategies to motivate high attendance and punctuality. — Effectively networks with policymakers. <ul style="list-style-type: none"> ▪ Understands broader political influences. ▪ Uses updated knowledge of policies to advocate for students at the local, state, and national levels. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Engages members of the school community in designing, implementing, and revising operational systems, policies, and procedures. Shares best practices with other schools. — Institutionalizes the values, norms, and practices that promote a shared sense of responsibility among all school community members for maintaining a safe and productive learning environment. — Engages full school community in the attendance program. — Engages others in advocating for and influencing local, state, and national public policy to ensure quality education for all students.
<p>Manages time in relation to student learning priorities. Brings projects to completion.</p> <p><i>(Continued on the next page)</i></p>	<p><input type="checkbox"/> Does not yet show evidence of skill</p>	<ul style="list-style-type: none"> — Focuses on time management but may: <ul style="list-style-type: none"> ▪ Work in the moment (more reactive than proactive). ▪ Prioritize ineffectively at times. ▪ Focus on urgent, rather than most important tasks. 	<ul style="list-style-type: none"> — Effectively manages time. <ul style="list-style-type: none"> ▪ Establishes daily priorities. ▪ Says no to some requests. 	<ul style="list-style-type: none"> — Consistently manages time in relation to student learning priorities. <ul style="list-style-type: none"> ▪ Prioritizes effectively. Aligns daily activities & organizational priorities. ▪ Focuses time on instruction, teacher practice, and student learning. ▪ Distinguishes among interruptions that are important, urgent, or distractions. ▪ Removes or delegates non-essential tasks. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Organizes time in innovative ways to advance student learning priorities. <ul style="list-style-type: none"> ▪ Establishes and plans for future priorities. ▪ Engages in calendar analysis to assess use of time. ▪ Effectively sets limits with self and others around use of own time. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Supports others throughout the school community to ensure that everyone organizes and manages their time to advance to student learning priorities.

Resources and Operations – Manages resources and operations to improve student learning (continued)

Element	No Evid.	Emerging Leader	Developing Leader	Proficient Leader	Master Leader	Exemplary Leader
<p>Manages time in relation to student learning priorities. Brings projects to completion.</p> <p style="text-align: center;"><i>(continued)</i></p>	<p><input type="checkbox"/> Does not yet show evidence of skill</p>	<p>— Is willing to delegate tasks but may, at times, feel it is necessary to:</p> <ul style="list-style-type: none"> ▪ Be personally involved in projects. ▪ Do many tasks on his/her own. <p>— Effectively manages individual projects but may:</p> <ul style="list-style-type: none"> ▪ Struggle to coordinate multiple projects simultaneously. ▪ Miss some deadlines. 	<p>— Delegates tasks somewhat effectively.</p> <ul style="list-style-type: none"> ▪ Gives some direction for each task. ▪ Stays somewhat involved in projects. ▪ Begins to hold others accountable. <p>— Manages most projects effectively.</p> <ul style="list-style-type: none"> ▪ Develops some objectives and milestones. ▪ Begins to monitor progress. ▪ Meets most deadlines. 	<p>— Delegates tasks effectively to achieve school goals.</p> <ul style="list-style-type: none"> ▪ Clearly communicates direction/task. ▪ Effectively oversees tasks that have been delegated to others. <p>— Regularly manages projects effectively and brings projects to completion.</p> <ul style="list-style-type: none"> ▪ Creates clear objectives and coherent project plans. ▪ Prioritizes & sequences project tasks. ▪ Identifies clear milestones, deadlines, and responsible parties. Monitors progress and follows up accordingly. ▪ Multi-tasks effectively. Balances detailed steps with the big picture. ▪ Meets all deadlines. 	<p>MASTERY = Everything in Proficient Plus:</p> <p>— Strategically decides which work to engage in personally vs. delegate.</p> <ul style="list-style-type: none"> ▪ Knows when to let others lead. ▪ Holds people accountable for getting things done. <p>— Models effective project management.</p> <ul style="list-style-type: none"> ▪ Consistently develops measurable benchmarks. ▪ Continually evaluates projects. Makes mid-course corrections as needed. ▪ Celebrates project completion. ▪ Identifies next steps beyond project completion. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <p>— Uses delegation as a tool to distribute and develop leadership.</p> <p>— Supports members of the school community in effectively managing and completing projects on time and under budget.</p>
<p>Allocates and manages budgets and resources effectively in support of learning goals.</p> <p style="text-align: center;"><i>(Continued on the next page)</i></p>	<p><input type="checkbox"/> Does not yet show evidence of skill</p>	<p>— Develops familiarity with budgeting process and tools, including Galaxy.</p> <ul style="list-style-type: none"> ▪ Understands budget cycle & dates. ▪ Focuses on compliance. ▪ May not fully understand nuanced correlation between student register and budget. ▪ Uses most available funding without saving for future or reserve fund. <p>— Understands the range of available human, fiscal, physical, and technological resources internal to the school or district. Begins to use some resources.</p>	<p>— Develops skills in planning and managing a fiscally responsible budget that supports school's goals.</p> <ul style="list-style-type: none"> ▪ Allocates some fiscal resources in alignment with student achievement priorities. Allocation may not be as strategic. <p>— Taps into existing resources.</p> <ul style="list-style-type: none"> ▪ May limit the use of resources to those provided by the DOE. ▪ Begins to align resources with goals. ▪ Creates limited resource plans. 	<p>— Effectively plans and manages budget.</p> <ul style="list-style-type: none"> ▪ Makes sound budget decisions based on data. Clearly and convincingly explains decisions based on school's mission, strategy, and learning goals. ▪ Oversees short- and long-term fiscal management, including budgeting, cash flow, audits, accounting systems, and internal controls. ▪ Creates contingency plans and reserve fund. ▪ Seeks additional funding. <p>— Allocates resources in alignment with mission and student learning goals.</p> <ul style="list-style-type: none"> ▪ Creatively utilizes and maximizes existing school and district resources. ▪ Manages resources responsibly, effectively, and efficiently. ▪ Is transparent about resource allocation and rationale. ▪ Understands tradeoffs & flexibility. ▪ Identifies & seeks external resources. 	<p>MASTERY = Everything in Proficient Plus:</p> <p>— Ensures school is financially secure:</p> <ul style="list-style-type: none"> ▪ Revises short- and long-term budget and cash flow projections to reflect operating realities. ▪ Updates accounting systems and internal controls to meet school needs. ▪ Manipulates school budget to maximize resources for student learning. <p>— Demonstrates resourcefulness.</p> <ul style="list-style-type: none"> ▪ Leverages existing resources. ▪ Evaluates needs and realigns resources to address needs & gaps. ▪ Actively identifies, solicits, and secures external resources (e.g., grants, volunteers, in-kind donations). ▪ Creates effective business and community partnerships to support students' academic/personal growth. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <p>— Collaborates with school community to creatively maximize and align funds in order to increase student achievement.</p> <ul style="list-style-type: none"> ▪ Proactively communicates difficult budget decisions in a calm manner. Accepts responsibility and provides rationale. ▪ Supports others to manage budgets. <p>— Relentlessly seeks and successfully secures additional resources and expertise to achieve goals and results.</p> <ul style="list-style-type: none"> ▪ Advocates for increased resources. ▪ Works with community to identify and secure additional resources. ▪ Proactively sustains relationships with current and potential partners. ▪ Continually assesses and realigns resources.

Resources and Operations – Manages resources and operations to improve student learning (continued)

Element	No Evid.	Emerging Leader	Developing Leader	Proficient Leader	Master Leader	Exemplary Leader
<p>Allocates and manages budgets and resources effectively in support of learning goals.</p> <p style="text-align: center;"><i>(continued)</i></p>	<p><input type="checkbox"/> Does not yet show evidence of skill</p>	<ul style="list-style-type: none"> — Builds familiarity with facilities/plant issues and equipment needs and procurement process. — Personally uses technology competently. 	<p>— Ensures that:</p> <ul style="list-style-type: none"> ▪ The school environment is safe. ▪ Teachers have necessary materials, supplies, and equipment. <p>— Sometimes uses technology to support student learning, school management, and/or communication.</p>	<ul style="list-style-type: none"> — Supervises facilities and equipment management to enhance learning. ▪ Ensures environment is safe & clean. ▪ Ensures plant & equipment operate safely, efficiently, and effectively. ▪ Fully utilizes and maximizes space. ▪ Oversees timely, economic procurement of supplies/equipment. — Effectively integrates technology to support student learning, school management, and communication. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Plans for and implements facility and equipment expansions & improvements. ▪ Identifies creative solutions to maximize and share space. — Helps staff use technology to increase efficiency & effectiveness. Integrates technology across all subject areas. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Creates systems to ensure that facility and equipment needs are continually assessed and proactively addressed. — Builds a culture in which everyone consistently uses technology as a tool to enhance performance & connections.
<p>Aligns youth development and support services around academic goals.</p>	<p><input type="checkbox"/> Does not yet show evidence of skill</p>	<ul style="list-style-type: none"> — Understands the academic needs of students and what types of programs beyond the classroom may support their academic growth. Does not always apply understanding to practice. — Learns about available resources and support personnel within the school system. Understands where to go or send someone in crisis. 	<ul style="list-style-type: none"> — Implements limited additional supports to meet students' academic and personal development needs. — Creates general student support structures. ▪ Ensures all students have healthy, caring relationships with an adult. ▪ Continues to learn about resources beyond the school system. 	<ul style="list-style-type: none"> — Creates a continuum of support services and academic interventions to meet students' academic and personal development needs. ▪ Implements additional supports (e.g., before- and after-school programs, Saturday academies, advisories) to help students who are not on level. ▪ Creates co- and extra-curricular programs to enhance learning. ▪ Allocates resources to support social-emotional development (e.g., peer mediation, conflict resolution, respect for diversity, character education). — Utilizes full range of available support and guidance services. ▪ Assembles teams to assess student support needs. ▪ Implements a ladder of referral to address student needs. Reviews regularly to ensure all students and staff members are familiar with it. ▪ Aligns guidance and counseling with school mission and goals. 	<p>MASTERY = Everything in Proficient Plus:</p> <ul style="list-style-type: none"> — Creates and implements systems to meet students' diverse needs. ▪ Regularly generates data on the status of students and their needs. ▪ Provides ongoing professional development to staff about social-emotional development and diversity so staff make the school community a place where students experience academic and social-emotional growth in a supportive environment. — Stays up-to-date on delivery status and effectiveness of services. Encourages teachers to work with community agencies to support students at risk. 	<p>EXEMPLARY = Everything in Mastery Plus:</p> <ul style="list-style-type: none"> — Proactively engages full school community and external community to meet students' diverse needs. — Gathers and analyzes data regarding student responses to services. Adapts and personalizes services based on this data.