

LEADERSHIP RUBRIC

Category		Proficient Leader
PERSONAL LEADERSHIP	Relentless Achiever	<ul style="list-style-type: none"> • Holds self accountable for staff and student results. • Consistently upholds high standards for all stakeholders. • Demonstrates willingness to go above and beyond to support students and teachers. • Demonstrates emotional fortitude and perseveres in the face of obstacles.
	Self Aware	<ul style="list-style-type: none"> • Is open to and acts on performance feedback. • Consistently demonstrates strong awareness of both impact on and perception by others. • Regularly reflects on experiences and assesses own work. Proactively seeks and takes action to grow. • Adapts appropriately to situation, audience, and needs.
	Critical Thinker	<ul style="list-style-type: none"> • Proactively analyzes and diagnoses problems and addresses them with creative solutions. • Has capacity to develop and sustain long term strategic plans with effective solutions. • Makes appropriate decisions based on students, vision, and data. • Is committed to ongoing learning; always looking to integrate best practices.
	Ability to Prioritize	<ul style="list-style-type: none"> • Consistently emphasizes and prioritizes student achievement and improvement. • Makes sound decisions under pressure and works productively through ambiguity. • Understands the nuances of complex scenarios and considers the perspectives of all relevant stakeholders. • Regularly manages projects effectively and brings them to completion.
	Commitment to Students	<ul style="list-style-type: none"> • Demonstrates and articulates the belief that students from all backgrounds can achieve at high levels. • Takes personal responsibility to serve all students, with an emphasis on students living in poverty or those with special needs. • Forms deep lasting bonds with students and families. • Has a deep understanding of students' lives and is acutely empathetic to their needs. • Has the ability to engage typically disengaged students.
	Team Leadership	<ul style="list-style-type: none"> • Has experience leading a team of adults to implement a coherent plan to drive student achievement. • Builds strong, effective relationships with diverse groups of people based on mutual respect, trust, and empathy. • Motivates, influences, and mobilizes others to take action and achieve results. • Appropriately balances decisiveness and collaboration. • Consistently models poise, confidence, and professionalism.

INSTRUCTIONAL LEADERSHIP	Instructional Leadership <i>what we teach</i>	<ul style="list-style-type: none"> • Can identify and develop rigorous units and lessons to accelerate learning for all students. • Ensures that curriculum choices are comprehensive, rigorous and engaging. • Supports continuity and seamlessness across all grades and content areas.
	Instructional Leadership <i>how we teach</i>	<ul style="list-style-type: none"> • Identifies and articulates effective instructional practices to meet students' diverse learning needs. • Supports teachers in using effective instructional strategies. • Guides teachers to differentiate instruction for all levels of learners. • Outlines a detailed action plan for working with students who enter below grade level in core areas. • Guides teachers towards regular assessment of student learning, in keeping with the stated instructional vision. • Prepares all teachers to teach literacy strategies through their content areas.
	Instructional Leadership <i>Coherence of Instructional Vision</i>	<ul style="list-style-type: none"> • Aligns standards, curricula, instructional strategies, and assessment tools for post-secondary readiness. • Proposes a school model that incorporates elements specifically designed to meet the needs of the hardest-to-serve students. • Articulates a coherent instructional model that is apparent throughout the school – evident in and supported by the overall instructional plan, classroom pedagogy, culminating projects and events, and school-wide systems and structures.
	Staff Management	<ul style="list-style-type: none"> • Has a plan for and the capacity to identify and recruit effective teachers. • Improves classroom teaching by setting clear expectations and observing, coaching, and evaluating teachers and staff. • Engages and retains high-performing teachers, mentors early-career teachers, supports and challenges low-performing teachers to improve, and dismisses those who do not sufficiently improve. • Creates professional development opportunities in response to changing individual needs with a focus on consistent instructional improvement and professional growth. <p>Ensures that teachers take responsibility and are held accountable for student mastery of content and skills.</p>
COMMUNITY LEADERSHIP	Distributive Leadership	<ul style="list-style-type: none"> • Provides opportunities for staff to be involved in key decision-making. • Develops leadership capacity among staff so that they feel empowered to launch initiatives that promote student success. • Strategically utilizes staff to enhance leader's own leadership capacity. • Pushes staff to realize maximum potential through continued growth opportunities.
	Personal Relationships	<ul style="list-style-type: none"> • Regularly and effectively communicates with, listens, and responds to families, students, and the school community. • Creates an environment that prioritizes caring, respectful relationships among & between teachers, students, staff & families. • Creates active roles for students and families that promote contributions to a positive school community. • Provides educational opportunities for parents and families that support the work of the school at home.
	School Culture	<ul style="list-style-type: none"> • Articulates a clear school mission and ensures that it is evident throughout the school's structures and daily practices. • Maintains clear and explicit instructional, pedagogical, organizational, and behavioral expectations for all members of the school community. • Creates special occasions, rituals, ceremonies, and activities to celebrate and reinforce the values and goals of the school. • Perpetuates a physically and emotionally safe environment for all students and staff where everyone can be focused on the primary goal of student learning. • Establishes meaningful and authentic connections to the community surrounding the school and leverages those relationships to garner support and services for students.

STUDENT SUPPORT	Use of Data <i>School Level</i>	<ul style="list-style-type: none"> • Demonstrates the ability to effectively utilize qualitative and quantitative data from multiple sources, including accountability measures. • Consistently makes results-oriented, data-driven decisions to support strategic priorities and to evaluate their effectiveness. • Develops school culture and practices that rely on aggregated and disaggregated data to inform adult learning, professional development, and decision-making.
	Use of Data <i>Classroom Level</i>	<ul style="list-style-type: none"> • Uses data to identify student learning trends, monitor and modify instruction, and increase student achievement. • Uses data to set high, concrete, measurable goals and benchmarks for all students. • Creates a culture where students receive specific and timely feedback, and understand and regularly use data to manage their learning and progress. • Frequently and purposefully shares data with families.
	Systems and Structures	<ul style="list-style-type: none"> • Develops and implements effective administrative systems to support student learning. • Creates a continuum of support services & academic interventions to meet students' academic & personal development needs. • Uses innovative programming and staffing structures to capitalize on relationships between students and teachers, giving teachers opportunities to collaborate and maximize student results.
	Individual-ization	<ul style="list-style-type: none"> • Takes advantage of school's small size to ensure that every student is well known by an adult who is accountable for his or her success. • Includes an intentional approach to develop independent, self-directed learners by graduation. • Ensures timely academic intervention, including targeted literacy support for students who need it.