School Leader Rubric

2.1 Implement systems to select and retain effective teachers and staff whose skills and beliefs meet those needs.

2.2 Develop its own capacity and that of faculty and staff by engaging in school-wide reflection and professional development.

2.3 Make full use of the evaluation system to both develop faculty and staff capacity and to hold them accountable for performance.

1.1 Supports highly effective instruction.

1.2 Plans, assess, and adjust to ensure highly effective instruction.

01 HIGHLY EFFECTIVE INSTRUCTION

02 TALENTED PEOPLE

03 VISION AND ENGAGEMENT

04 STRATEGIC LEADERSHIP

3.1 Provide a clear vision and mission that promotes a welcoming and supportive learning environment for students, families, staff and all other stakeholders.

3.2 Cultivates and sustains open communication and decision-making opportunities with families.

3.3 The culture of the school reflects and embraces student, staff, and community diversity.

4.1 Manage progress towards clear goals through a cycle of planning, action, assessment, and adjustment.

4.2 Allocate and deploy the resources of time, human capital, and funding to address the priority growth goals for student achievement.

CORE VALUE 1: HIGHLY EFFECTIVE INSTRUCTION (INSTRUCTIONAL LEADERSHIP)

What does it look like?

In a school with highly effective leadership in Core Value 1, teachers and administrators can describe concretely what good instruction looks like, how they stay informed about current best practices, and how their shared vision aligns with the principles and practices of the City Schools Instructional Framework. This might be evident in the fact that teachers across the grade levels describe similar expectations for lesson structure and for the types of instructional methods that should be seen in daily lessons. It can also be heard in discussions regarding instruction, where all staff use language aligned to the Instructional Framework. Additionally, students may be observed frequently engaging in peer to peer interactions and participating in differentiated activities based on need. There is evidence that leadership dedicates a part of each day to improving instruction by visiting classrooms and giving formative feedback to teachers about their practice based on the Instructional Framework and by attending common planning time or other meetings focused on teaching and learning. Teachers engage in regular planning of standards-based units and lessons aligned to the Instructional Framework, with school leadership establishing a system for review such as weekly lesson plan submission, lesson plan books, or review on an electronic database.

Leadership models the importance of good instruction by being a student of best practices and showing that he/she is continuing to learn what works through his/her attendance at and implementation of professional development. It would be typical for such a school, at any given time, to have an instructional improvement focus based on the needs of the school, such as refining questioning so that questions are clear and scaffolded to lead students to thinking at a higher level or for teams to be organized to share struggles and successes with the current improvement focus. Additionally, teachers participate in and can describe regular professional development activities aligned to the school's instructional improvement plan.

In such a school, teachers participate in and can describe regular cycles of improvement in which student achievement data is examined, as well as trends in classroom practice. Teachers and leadership are observed working together to analyze data and determine how to adjust instruction to meet students' needs. Staff is able to articulate what adjustments have worked and not worked because leadership values adult learning and supports informed innovation. Instruction is a public activity and a shared responsibility.

City Schools School Leader Rubric

CORE VALUE 1: HIGHLY EFFECTIVE INSTRUCTION (INSTRUCTIONAL LEADERSHIP)				
1.1	**LEVEL 4**	**LEVEL 3**	**LEVEL 2**	**LEVEL 1**
School leadership supports highly effective instruction.	*In addition to all of the elements in Level 3, Level 4 includes:* • Continually evaluates progress in implementation of the Instructional Framework and adjusts plan as necessary. • Has successfully built the capacity of other administrators and teacher teams and individual teachers to take leadership responsibility for building faculty's capacity for excellent instruction. • Seeks opportunities to model current best practice based on an understanding of pedagogy.	• Articulates and acts upon a shared vision of high student achievement, with evidence of implementation apparent in daily operations.	• Can speak to a vision and has shared that vision with others, but minimal evidence of implementation is apparent in daily operations.	• Unable to speak to a vision or has not shared a vision with the school community.
		• Demonstrates a deep understanding of pedagogy and stays informed about current best practices.	• Articulates some understanding of pedagogy and stays informed about some current best practices.	• Has limited ability to communicate the pedagogy captured in the Instructional Framework and/or does not dedicate time to staying informed about current best practices.
		• Articulates a clear plan and implementation of the Instructional Framework is evident through activities such as common planning time, observations, and conversations with staff.	• Can articulate a plan but implementation of the Instructional Framework is limited, as evidenced by common planning time, observations, and conversations with staff.	• Unable to articulate a plan for implementation of the Instructional Framework, or has not yet articulated that plan to faculty.
		• Provides formative feedback based on the Instructional Framework that is actionable, clearly describing strengths and areas for growth. This feedback is supported by a school-wide professional development plan and aligned to key improvement goals.	• Occasionally provides formative feedback based on the Instructional Framework that is actionable, clearly describing strengths and areas for growth in writing or verbally.	• Rarely provides feedback and/or feedback does not go beyond simples notes or brief conversations to identify strengths and areas for growth.
		• There are regular professional development activities as described in a schedule. These activities are aligned in a clear plan to improve instruction and student outcomes.	• There are regular professional development activities as described in a schedule. These activities are occasionally aligned in a clear plan to improve instruction and student outcomes.	• Professional development topics are scattered and time to address them is sporadic.

City Schools School Leader Rubric

CORE VALUE 1: HIGHLY EFFECTIVE INSTRUCTION (INSTRUCTIONAL LEADERSHIP)				
1.2	**LEVEL 4**	**LEVEL 3**	**LEVEL 2**	**LEVEL 1**
School leadership plans, assesses, and adjusts to ensure highly effective instruction.	*In addition to all of the elements in Level 3, Level 4 includes:* • In addition to the regular cycle of plan, assess and adjust, conducts larger scale reviews of the curriculum that make use of on-going student achievement data analysis to make adjustments to scope and sequence and/or unit plans from one year to the next. • Consistently checks that teachers have the content knowledge and training to analyze data and adjust instruction. • Provides awareness of and access to opportunities for teachers to deepen content knowledge and their proficiency in data use.	• Ensures the regular planning of standards-based units and lessons that are well-paced and that employ teaching practices described within the Instructional Framework.	• Allows for the regular planning of standards-based units and lessons that are well-paced and that employ teaching practices described within the Instructional Framework.	• Rarely oversees the regular planning of standards-based units and lessons and/or allows for plans that are not well-paced and/or do not employ teaching practices described within the Instructional Framework.
		• Demonstrates a deep understanding of data analysis and ensures the use of a complete student learning data-cycle, including adjusting practice through short-term re-teaching, providing interventions, making adjustments to course, unit, and lesson planning, and re-assessing students.	• Demonstrates an understanding of data analysis, but only some elements of the data cycle are evident in the school's practice.	• Demonstrates a minimal understanding of data analysis and/or few to none of the elements of the data cycle are evident in the school's practice.
		• Forms faculty teams and has them meet regularly to plan, assess, and adjust classroom practice.	• Forms faculty teams and has them meet occasionally to plan, assess, and adjust classroom practice.	• Does not clearly require teachers and teams of teachers to plan, assess, and adjust classroom practice.

City Schools School Leader Rubric

What does it look like?

In a school with highly effective leadership in Core Value 2, the school's staff and faculty are valued as its most important resource, developed to meet the needs of students and held accountable for performance. Attention to people begins with recruitment. Within the approved system, leadership maximizes efforts to attract qualified candidates. This might be done through networking, starting the hiring process as early as possible or developing unique positions that match unique school needs. Leadership engages stakeholders in the selection of candidates, for example, forming a committee of existing staff and faculty to interview candidates, and uses multiple methods to gauge candidates' qualifications, for example a demonstration lesson and an interview.

Both new and existing staff and faculty are viewed as learners and held accountable to engage in activities such as mentoring and job-embedded professional development on teams. Leadership models the role of learner, for example, by attending professional development in line with personal growth goals. Teachers in such a school can describe both individual professional development goals as well as how they work with others to improve common practices; for example, working as a grade level team to better implement learning centers or enhance peer to peer interactions. Leadership can articulate the strengths and developmental needs of teachers, as well as the supports those teachers are receiving. Leadership creates learning opportunities for staff and faculty by giving them challenging responsibilities, for example leading a work group on peer observations for which staff could earn Achievement Units (AUs). Mistakes are accepted as an integral part of stretching individuals to grow.

Support for individuals is based on data and tightly blended with accountability. In such a school, staff and teachers are given every reasonable opportunity to learn but must develop satisfactory practice to remain at the school. Based on data such as classroom observation scores, leadership provides individual attention to staff and faculty members to accelerate learning, granting greater responsibility to high performers and providing intervention to those struggling to meet expectations. Such a school grows many leaders from within and past staff and faculty often move to higher positions in and outside the school. With a similar intensity, leaders exercise appropriate authority and process to remove staff and faculty members who are not able to perform. Leadership designs and implements a school-wide professional development plan to address staff's demonstrated need as determined by data, such as observations or student achievement, and is that aligned to the Instructional Framework.

City Schools School Leader Rubric

	CORE VALUE 2: TALENTED PEOPLE (CAPACITY BUILDING)			
2.1	**LEVEL 4**	**LEVEL 3**	**LEVEL 2**	**LEVEL 1**
School leadership implements systems to select and retain effective teachers and staff whose skills and beliefs meet those needs.	*In addition to all of the elements in Level 3, Level 4 includes:* • Has implemented organizational structures for selection and retention that have clearly improved student well-being and academic performance. • Has clearly developed future school leaders through developing their capacity and delegating responsibility.	• Has created or implemented an organizational and staffing structure that meets the diverse needs of all students.	• Has created or implemented an organizational and staffing structure that meets the diverse needs of most students.	• Has created or implemented an organizational and staffing structure that meets the general needs of students, but does not address the diverse needs of specific student populations.
		• Proactively recruits candidates through all sanctioned means and involves stakeholders in defining staffing needs and finding well-qualified candidates.	• Recruits candidates through several sanctioned means and involves some stakeholders in defining staffing needs and finding well-qualified candidates.	• Minimally involves stakeholders in defining staffing needs and finding well-qualified candidates.
		• Uses multiple stakeholders and measures to assess each candidate's qualifications.	• Uses some stakeholders and a few measures to assess each candidate's qualifications.	• Has not created a system for assessing candidates' qualifications.
		• Has created mentoring and/or other induction programs to support the development of all new teachers and staff and monitors the program's effectiveness.	• Has created mentoring and/or other induction programs to support the development of some new teachers and staff development and occasionally monitors the program's effectiveness.	• Has not created or does not consistently implement or monitor a mentoring and/or other induction programs to support teacher and staff development.
		• Recruits a strong leadership team whose membership reflects the school staff's population and develops the team's capacity to lead the school.	• Recruits a leadership team whose membership somewhat reflects the school staff's population and occasionally works to develop the team's capacity to lead the school.	• Has identified a leadership team, but membership does not reflect the school staff's population.

City Schools School Leader Rubric

CORE VALUE 2: TALENTED PEOPLE (CAPACITY BUILDING)				
2.2	Level 4	Level 3	Level 2	Level 1
School leadership develops its own capacity and that of faculty and staff by engaging in school-wide reflection and professional development.	*In addition to all of the elements in Level 3, Level 4 includes:* • Models the use of personal growth goals to guide personal professional development. • Continually engages staff in the evaluation of the school-wide professional development plan.	• Models a sense of collective responsibility to continually improve student learning by attending professional development in line with personal growth areas and by adapting his/her leadership practices based on the analysis of past successes and failures.	• Models a sense of collective responsibility to improve student learning by occasionally attending professional development in line with personal growth areas and by sometimes adapting his/her leadership practices based on the analysis of past successes and failures.	• Does not model a sense of collective responsibility to improve student learning and/or rarely attends professional development in line with personal growth areas or adapt his/her leadership practices as necessary.
		• Ensures the formation of school-wide, team, and individual professional development goals for teachers and staff and monitors progress towards these goals.	• Allows for the formation of school-wide, team, and individual professional development goals for teachers and staff and occasionally monitors progress towards these goals.	• Has not set and/or articulated expectations for school-wide, team, and individual professional development goals for teachers and staff and/or rarely monitors progress towards these goals.
		• Employs teams throughout the building and assigns them essential tasks as a means of providing job embedded professional development linked to real school goals and challenges.	• Employs a few teams throughout the building and assigns them some essential tasks as a means of providing job embedded professional development linked to real school goals and challenges.	• Employs a few teams throughout the building as a means of dispersing non-essential tasks.

City Schools School Leader Rubric

CORE VALUE 2: TALENTED PEOPLE (CAPACITY BUILDING)				
2.2	**Level 4**	**Level 3**	**Level 2**	**Level 1**
		• Engages faculty in a school-wide professional development plan based on identified needs and in alignment with the Instructional Framework.	• Occasionally engages faculty in a school-wide professional development plan based on identified needs and in alignment with the Instructional Framework.	• Cannot speak to a vision for school-wide professional development and/or offers few opportunities for stakeholders to engage in professional development.

City Schools School Leader Rubric

CORE VALUE 2: TALENTED PEOPLE (CAPACITY BUILDING)				
2.3	**LEVEL 4**	**LEVEL 3**	**LEVEL 2**	**LEVEL 1**
School leadership makes full use of the evaluation system to both develop faculty and staff capacity and to hold them accountable for performance.[1]	*In addition to all of the elements in Level 3, Level 4 includes:* • Uses multiple methods (observation, lesson study, modeling, readings, etc.) and multiple stakeholders to provide support to teachers and staff. • Frequently checks in with struggling teachers to evaluate and discuss current performance against professional expectations. • Develops ,retains, and promotes high-performing teachers	• Articulates performance expectations and allocates time to support staff in meeting those expectations.	• Articulates performance expectations but does not consistently allocate time to support staff in meeting those expectations.	• Does not articulate performance expectations.
		• Provides timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations.	• Occasionally provides support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations.	• Rarely provides support and interventions to struggling teachers and staff and/or does not consistently use data to inform support and interventions.
		• In accordance to sanctioned practice and based on multiple data points, such as documented interventions and observations, school leadership persistently attempts to remove those who do not make reasonable progress toward meeting professional expectations.	• In accordance to sanctioned practice and based on a few data points, such as documented interventions and observations, school leadership documents attempts to remove those who do not make reasonable progress toward meeting professional expectations.	• Rarely attempts to remove those who do not make reasonable progress toward meeting professional expectations and/or rarely uses data to inform these decisions.

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[1] Example evidence: No default satisfactory evaluation ratings

CORE VALUE 3: VISION AND ENGAGEMENT

What does it look like?

In a school with highly effective leadership in Core Value 3, there is an expressed sense of welcoming and belonging for all stakeholders. Leadership, in collaboration with staff, parents and students, establishes a vision for the school. The mission, vision, and values of the school are understood by all stakeholders. Parents are active members of the school, both in regards to their own children's needs and to membership in appropriate school committees. Leadership ensures that communications with families are open and two-way. In such a school parents and teachers describe and engage in consistent communications through emails, phone calls, newsletters and in person meetings.

Staff members have come to understand the strengths and challenges of the community's history through building relationships with families and community members and value the diverse backgrounds of stakeholders. Appreciation of diversity is evident in the curriculum and the programs provided at the school. Leadership is active in recruiting community members and parents to participate in school activities and garner resources for students and the school and holds an expectation that teachers and staff will do the same. For example, the school might have a community business help sponsor an after-school tutoring program or a teacher of the month program.

The needs of individuals, both students and adults, are recognized and structures to celebrate their successes are established. In such a culture, a person is not isolated. The school has systems in place to identify and address the needs of students and adults. Systems of student supports are clearly evident by linking social emotional supports and academic learning.

City Schools School Leader Rubric

CORE VALUE 3: VISION AND ENGAGEMENT				
3.1	**LEVEL 4**	**LEVEL 3**	**LEVEL 2**	**LEVEL 1**
The school leadership provides a clear vision and mission that promotes a welcoming and supportive learning environment for students, families, staff and all other stakeholders.	*In addition to all of the elements in Level 3, Level 4 includes:* • Proactively recruits parents and community members to organize and carry out school activities. • Proactively seeks and sustains alliances with community partners and agencies that address students' social and emotional needs.	• Creates systems so that the school community shares a clear understanding of, and commitment to, the school mission, vision, and values, including a clear understanding of strategic initiatives and goals.	• Ensures that the school community shares a general understanding, and commitment to, the school mission, vision, and values, but the community cannot articulate them beyond generalities.	• Cannot speak to the mission, vision and values of the school and/or has not articulated them to stakeholders.
		• Has successfully involved all stakeholders in school improvement efforts.	• Reaches out to potential stakeholders to increase involvement in school improvement efforts but has not yet secured their involvement.	• Rarely attempts to include a minimum number of stakeholders in school improvement efforts.
		• Creates an environment where students, staff and families feel welcomed and safe at school.	• Creates an environment where students, staff and families generally feel feel welcomed and safe at school.	• Maintains an environment where few students, staff and families feel welcomed and safe at school.
		• Establishes structures to recognize and celebrate student, faculty, and staff success.	• Establishes structures to occasionally recognize and celebrate student, faculty, and staff success.	• Rarely provides opportunities to recognize and celebrate student, faculty, and staff success.
		• Develops systems that proactively attend to individual student's social and emotional needs.	• Develops systems that react to individual student's social and emotional needs.	• Rarely addresses individual student's social and emotional needs.

City Schools School Leader Rubric

CORE VALUE 3: VISION AND ENGAGEMENT				
3.1	**LEVEL 4**	**LEVEL 3**	**LEVEL 2**	**LEVEL 1**
		• Develops systems that attend to the individual needs of staff and faculty, establishing a professional community in which all members thrive.	• Develops a few systems that occasionally attend to the individual needs of staff and faculty, establishing a professional community in which most members thrive.	• Has no clear systems that attend to the individual needs of staff and faculty as necessary.

City Schools School Leader Rubric

CORE VALUE 3: VISION AND ENGAGEMENT				
3.2	**LEVEL 4**	**LEVEL 3**	**LEVEL 2**	**LEVEL 1**
The school leadership cultivates and sustains open communication and decision-making opportunities with families.[2]	*In addition to all of the elements in Level 3, Level 4 includes:* • Recruits families to assist in communication efforts with other families. • Models expectations for the use of multiple methods of communication with families. • Clears obstacles to assist families in attending school meetings and functions (transportation, child care, etc.).	• Uses multiple strategies, languages and vehicles to communicate information, such as progress toward school-wide goals and initiatives, school progress, policies, events and the academic and social development of students to families and community.	• Occasionally uses a few strategies, languages and vehicles to communicate information such as progress toward school-wide goals and initiatives, school progress, policies, events and the academic and social development of students to families and community.	• Rarely uses more than one strategy, language or vehicle to communicate information to families and community.
		• Consistently provides opportunities for families and the community to participate in or provide feedback on appropriate school-wide decisions.	• Allows for opportunities for families and the community to participate in or provide feedback on appropriate school-wide decisions.	• Rarely provides opportunities for families and the community to participate in or provide feedback on appropriate school-wide decisions.
		• Creates systems for two-way communication with families about individual student successes and needs.	• Creates a few systems for two-way communication with families about individual student successes and needs.	• Does not create effective systems of communications with families or maintains ineffective systems for relaying information about individual student successes and needs.

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[2] Example evidence: Principal holds an FCE Compliance Meeting

City Schools School Leader Rubric

CORE VALUE 3: VISION AND ENGAGEMENT				
3.2	**LEVEL 4**	**LEVEL 3**	**LEVEL 2**	**LEVEL 1**
		• Ensures that all teachers provide regular and substantive updates to families through multiple means of communication.	• Monitors that all teachers provide updates to families through multiple means of communication.	• Rarely monitors that teachers communicate with families.
		• Establishes multiple structures for frequent communication with teachers and staff members regarding policies, progress, and school culture by using effective tools and routines and providing clear explanations.	• Establishes a few structures for communication with teachers and staff members regarding policies, progress, and school culture by using tools and routines and providing clear explanations.	• Does not establish consistent or effective structures for communication with teachers and staff members.

City Schools School Leader Rubric

CORE VALUE 3: VISION AND ENGAGEMENT				
3.3	**LEVEL 4**	**LEVEL 3**	**LEVEL 2**	**LEVEL 1**
The culture of the school reflects and embraces student, staff, and community diversity.	*In addition to all of the elements in Level 3, Level 4 includes:* • Includes all stakeholders in the review of culture data and works with them to adjust practices. • Provides opportunities to teachers and staff to learn more about the community history, strength, and challenges. • Proactively recruits families and community members to garner resources for the school. • With staff, reviews data on students' academic and social/emotional needs and their responses to intervention, making adjustments accordingly.	• Consistently reviews and analyzes culture data regularly, adjusts practices as necessary, and holds self and others accountable for maintaining a positive school culture.	• Occasionally reviews and analyzes culture data, adjusts practices as necessary, and holds self and others accountable for maintaining a positive school culture.	• Rarely reviews or analyzes culture data, adjusts practices as necessary, or holds self and/or others accountable for maintaining a positive school culture.
		• Anticipates and prepares for culture challenges with proactive strategies.	• Prepares for culture challenges with proactive strategies.	• Reacts to culture challenges.
		• Ensures that teachers and staff build strong relationships with families and community stakeholders from diverse backgrounds.	• Monitors that teachers and staff build relationships with some families and community stakeholders from diverse backgrounds.	• Rarely monitors that teachers and staff have built relationships with families and community stakeholders.
		• Oversees the selection of resources that reflect a commitment to equity and an appreciation of diversity.	• Oversees the selection of resources that sometimes reflect a commitment to equity and an appreciation of diversity.	• Rarely oversees the selection of resources that reflect a commitment to equity and an appreciation of diversity.
		• Ensures that the school's programs consider cultural, linguistic, and socioeconomic diversity.	• Monitors that the school's programs occasionally consider cultural, linguistic, and socioeconomic diversity.	• Infrequently monitors that the school's programs consider cultural, linguistic, and socioeconomic diversity.
		• Collaborates with families and community partners to garner resources to meet the needs of students and the school.	• Occasionally collaborates with families and community partners to garner resources to meet the needs of students and the school.	• Rarely collaborates with families and community partners to garner resources to meet the needs of students and the school.

City Schools School Leader Rubric

CORE VALUE 4: STRATEGIC LEADERSHIP

What does it look like?

In a school with highly effective leadership in Core Value 4, the regular cycles of plan, teach and adjust occurring throughout the grade levels are supported by a school-wide cycle of plan, act, assess and adjust. Leadership begins this strategic planning cycle by establishing overarching goals for student achievement. These are typically year-long goals and relate to school, district and state expectations for student achievement. Leadership establishes a clear plan to meet these goals by examining existing student data and data about school practices.

Leadership helps faculty and staff to determine root causes of weaknesses in student performance. For example, an examination of data about students who are not making adequate progress may reveal that poor attendance is a wide-spread issue. This may lead to further examination of issues behind attendance and to possible strategies to address these root causes.

In such a school, teachers can articulate the key priorities being implemented to improve student performance and practices stemming from priorities are evident in observation of classrooms throughout the school. There is evidence that high quality, in-depth meetings to identify and address these priorities are regularly conducted. No part of improvement efforts is sacred. Strategies for improvement are monitored closely, and strategies that do not work are adjusted or replaced with alternatives.

Leadership carefully deploys resources to make improvement efforts possible and ensures alignment with the school's priorities and goals. Items that are critical to the school's plans receive priority in the budget. Time is managed to ensure students can have access to the curriculum and so that teachers have time to engage in planning, professional development and other activities that support classroom instruction.

City Schools School Leader Rubric

CORE VALUE 4: STRATEGIC LEADERSHIP				
4.1	**LEVEL 4**	**LEVEL 3**	**LEVEL 2**	**LEVEL 1**
The school leadership manages progress towards clear goals through a cycle of planning, action, assessment, and adjustment.	*In addition to all of the elements in Level 3, Level 4 includes:* • Articulates goals for the improvement of student learning and engages stakeholders in the monitoring of their progress. • Ensures the alignment of all school goals, action plans, and key priorities. • Ensures that all stakeholders clearly understand and can articulate school goals, action plans, and key priorities. • Scans the external environment and keeps abreast of the local, national and international educational context for emerging trends and their impact on goal setting.	• Establishes rigorous goals for the improvement of student learning that are measurable and aligned to student need.	• Establishes goals for the improvement of student learning that are measurable and aligned to student need.	• Rarely establishes goals for the improvement of student learning and/or establishes goals that are not measurable or aligned to student need.
		• Establishes key priorities for improving the school's programs and practices. Faculty and staff are continually engaged in looking at their practices and determining how these practices are the root causes of successes and weaknesses in student achievement. Possible solutions to address weaknesses and promising new ideas are prioritized and implemented through action plans.	• Occasionally establishes key priorities for improving the school's programs and practices. Faculty and staff are occasionally engaged in looking at their practices and determining how these practices are the root causes of successes and weaknesses in student achievement. Possible solutions to address weaknesses and promising new ideas are occasionally prioritized and implemented through action plans.	• Rarely establishes and/or articulates key priorities for improving the school's programs and practices.
		• Consistently revisits and adjusts the action plan with teachers and staff.	• Occasionally revisits and adjusts the action plan with teachers and staff.	• Rarely revisits and/or adjusts the action plan with teachers and staff.
		• Consistently provides opportunities and support for the regular analysis of school-wide data and instructional practices through collaborative staff time.	• Allows for opportunities and support for the analysis of school-wide data and instructional practices through collaborative staff time.	• Rarely provides opportunities or supports for the analysis of school-wide data and instructional practices.
		• Is inclusive of families, community members, teachers, and students (secondary level) to participate in setting school-wide goals, developing action plans and adjusting those plans based on results.	• Is occasionally inclusive of families, community members, teachers, and/or students (secondary level) to participate in setting school-wide goals, developing action plans and adjusting those plans based on results.	• Cannot speak to school wide goals or action plans and/or rarely includes families, community members, teachers, and/or students (secondary level) in their creation.

City Schools School Leader Rubric

CORE VALUE 4: STRATEGIC LEADERSHIP				
4.1	**LEVEL 4**	**LEVEL 3**	**LEVEL 2**	**LEVEL 1**
		• While working through action plans, remains aware and responsive to changes in the environment and is adaptive and reshuffles priorities to address the new situation.	• While working through action plans, occasionally remains aware and responsive to changes in the environment and is often adaptive and reshuffles priorities to address the new situation.	• While working through action plans, remains minimally aware and responsive to changes in the environment and is rarely adaptive and/or able to reshuffle priorities to address the new situation.

City Schools School Leader Rubric

CORE VALUE 4: STRATEGIC LEADERSHIP				
4.2	**Level 4**	**Level 3**	**Level 2**	**Level 1**
The school leadership allocates and deploys the resources of time, human capital, and funding to address the priority growth goals for student achievement.[3]	*In addition to all of the elements in Level 3, Level 4 includes:* • Utilizes all appropriate and available opportunities and organizations (networks, central office, non-profit staffing organizations, grants, etc.) to ensure optimal use of resources. • Creates and maintains an operations plan with goals and procedures clearly aligned to school growth goals. • Develops a system of rewards for staff who demonstrate creativity in securing additional resources for the school and responsibility in handling school resources.	• Consistently provides and focuses common staff time on instructional practices and development in support of student achievement.	• Occasionally provides and focuses common staff time on instructional practices and development in support of student achievement.	• Provides little to no common staff time and/or does not focus time on instructional practice and development in support of student achievement.
		• Develops a schedule that maximizes time on student learning.	• Develops a schedule that almost always maximizes time on student learning.	• Develops a schedule that does not maximize time on student learning.
		• Budget distributions and resource allocations always support teaching and learning.	• Budget distributions and resource allocations almost always support teaching and learning.	• Budget distributions and resource allocations infrequently support teaching and learning.
		• Leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and decisions to appropriate individuals.	• Occasionally leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and/or decisions to appropriate individuals.	• Delegates few responsibilities or decisions.
		• School operations and resource management cause little disruption to teaching and learning.	• School operations and/or resource management cause substantial disruptions to teaching and learning.	• School operations and/or resource management frequently cause significant disruption to teaching and learning.

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[3] Example evidence: On-time submission of budget