

## Instructional Leadership

- 1.1. School leader provides continuous, actionable feedback and coaching in order to improve student learning.
- 1.2. School leader monitors and supports the delivery of instruction and implementation of curriculum in support of student learning.
- 1.3. School leader ensures equity of learning for all students.

# City Schools Leadership Framework:

## Assistant Principal & Principal Resident

## Systems & Operations Management

- 4.1. School leader develops and/or manages partnerships with internal and external stakeholders to provide equitable resources and achieve school goals.
- 4.2. School leader supports school operations and resource management to create a safe and inclusive environment which maximizes student learning.
- 4.3. School leader implements and models effective school and district policies.

## Performance Development & Employee Effectiveness

- 2.1. School leader engages self and others in professional growth experiences that translate in a demonstrated impact on student culture and achievement.
- 2.2. School leader follows processes and procedures outlined in the district evaluation plan for all staff members.
- 2.3. School leader models a culture of excellence through reflective and professional practice.

## Culture & Climate

- 3.1. School leader promotes and communicates the shared vision and mission that cultivates a student-centered learning environment that reflects, celebrates, as well as embraces student, staff, and community diversity.
- 3.2. School leader leads and/or supports school committees and initiatives to ensure a supportive learning environment that meets the academic, social and emotional needs of students.
- 3.3. School leader promotes a culture of excellence by celebrating progress and maintaining a focus on continuous improvement aligned to the needs of the school.

# City Schools Leadership Framework & Rubric: Assistant Principals & Principal Residents

## Overview<sup>1</sup>

In 2015, the Professional Standards for Educational Leaders (PSEL) was released. The Maryland State Department of Education participated on the PSEL's *Workgroup for Completing the Standards*. The PSEL maintains the priority of instructional leadership while elevating the focus to the overall success and well-being of each student. In February 2017, the Maryland State Board of Education adopted the PSEL. These standards replace the ISLLC Standards to guide administrator preparation, licensure, and evaluation in Maryland. MSDE collaborated with the Community Training and Assistance Center (CTAC), educational leaders from Maryland school systems, and administrator preparation faculty from Maryland institutions of higher education to develop the state's PSEL rubric for school leader professional practice.

## City Schools' Leadership Framework for Assistant Principals and Principal Residents

In the summer of 2018, Baltimore City Schools Public Schools (City Schools) and Public School Administrators and Supervisors Association (PSASA) leadership met and determined that Assistant Principal and Principal Resident evaluations need to better align with and reflect the high impact role these leaders serve in our schools. A group of district and school leaders worked together from December 2018 to May 2019 to create a Leadership Framework for Assistant Principals and Principal Residents in alignment with school leader experience, expectations for leadership behaviors as outlined in the PSELs, and the vision for leadership established by City Schools' *Blueprint for Success*. As part of the development process, the work group reviewed other Assistant Principal evaluation rubrics, including the ones from Prince Georges' County, Washington DC IMPACT, Hillsborough County Public Schools, the Indiana Department of Education, and City Schools' Leadership Framework for Principals.

Through this work, the four Core Values of the Leadership Framework for Assistant Principals and Resident Principals were developed with school leader and supervisor feedback to define elements of school leadership that better (1) align with the expectations of the role, (2) differentiate and distinguish strong performance, and (3) support professional reflection and development.

## City Schools' Leadership Framework Rubric Definitions

City Schools' Leadership Framework remains a key resource for messaging clear, consistent expectations for highly effective school leadership practice and informs professional learning experiences for school leaders. The four-tier rating structure better distinguishes areas of strength and impact, and identifies opportunities for growth within in each Core Value.

- **Highly Effective:** Evidence indicates that the actions described within the indicator are a practice or system that has been adopted and is consistently implemented at a level that has had a **strong, sustainable impact** on the school's effectiveness and **improved outcomes for each student**. Performance stands out as noteworthy with significant results and data-driven structures that build capacity amongst school stakeholders to achieve school goals.
- **Effective:** Evidence indicates that the actions described within the indicator are a practice or system that has been **adopted and is consistently implemented at a level that leads to improved outcomes for students**. Evidence shows sustained results grounded in robust collaboration and data analysis to drive towards school goals.
- **Developing:** Evidence indicates that the actions described within the indicator are a practice or system that has been adopted and is implemented at the school. While evidence shows consistent implementation, however, **outcomes for students are not regularly achieved or the impact of the key actions on the effectiveness of the school cannot yet be fully determined**.
- **Ineffective:** Evidence indicates that the actions described within the indicator are **not** a practice or system that has been adopted and/or implemented consistently at the school. Evidence shows **irregular or sporadic implementation, with instances of implementation in isolation and outcomes for students are not regularly achieved or the impact of the key actions on the effectiveness of the school cannot yet be fully determined**.

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<sup>1</sup> Paraphrased from Maryland's Professional Standards for Educational Leaders (PSELs) Rubric (January 2018).



# City Schools Leadership Framework & Rubric: Assistant Principals & Principal Residents

## CORE VALUE 1: INSTRUCTIONAL LEADERSHIP

CORE VALUE 1: INSTRUCTIONAL LEADERSHIP				
1.1	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<b>School leader provides continuous, actionable feedback and coaching in order to improve student learning.</b>	<i>In addition to all of the elements in Level 3, Level 4 includes:</i> <ul style="list-style-type: none"> <li>Develops teachers' and/or teacher teams' instructional capacity in a way which improves student outcomes on formative and/or summative assessments.</li> <li>Creates and/or strengthens opportunities and structures so that other stakeholders (teacher leaders, content experts, etc) observe and provide support to teachers and staff.</li> </ul>	<input type="checkbox"/> Provides formative feedback based on the Instructional Framework that is actionable, clearly describes strengths and areas for growth.	<input type="checkbox"/> Consistently provides formative feedback based on the Instructional Framework, clearly describing strengths and areas for growth in writing or in person.	<input type="checkbox"/> Inconsistently provides feedback and/or feedback does not go beyond simple notes or brief conversations to identify strengths and areas for growth.
		<input type="checkbox"/> Supports teachers and staff on best practices based on an understanding of culturally relevant pedagogy in order to improve student achievement across student groups.	<input type="checkbox"/> Demonstrates a deep understanding of pedagogy and stays informed about current best practices that are evidence based to improve instruction (e.g. differentiation, personalized learning).	<input type="checkbox"/> Articulates some understanding of pedagogy captured in the Instructional Framework and/or does not dedicate time to staying informed about current best practices.
		<input type="checkbox"/> Uses multiple methods (observation, lesson study, modeling, etc) to provide timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations.	<input type="checkbox"/> Provides support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations.	<input type="checkbox"/> Inconsistently provides support and interventions to struggling teachers and staff and/or does not consistently use data to inform support and interventions.
		<input type="checkbox"/> Provides opportunities and support for the regular reflection on instructional practices for teacher teams and individual educators, and monitors progress towards improvement goals.	<input type="checkbox"/> Provides opportunities and support for reflection on instructional practices for teacher teams and individual educators.	<input type="checkbox"/> Inconsistently provides opportunities or supports for teacher teams or individual educators to reflect on instructional practices.

## City Schools Leadership Framework & Rubric: Assistant Principals & Principal Residents

		<ul style="list-style-type: none"><li>□ Implements a formative assessment process to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes</li></ul>	<ul style="list-style-type: none"><li>□ Implements assessments in alignment with school system and state requirements and reviews data to monitor student progress.</li></ul>	<ul style="list-style-type: none"><li>□ Implements assessments in alignment with school system and state requirements, with inconsistent review of data and student progress.</li></ul>
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## City Schools Leadership Framework & Rubric: Assistant Principals & Principal Residents

CORE VALUE 1: INSTRUCTIONAL LEADERSHIP				
1.2	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p><b>School leader monitors and supports the delivery of instruction and implementation of curriculum in support of student learning.</b></p>	<p><i>In addition to all of the elements in Level 3, Level 4 includes:</i></p> <ul style="list-style-type: none"> <li>• Develops teacher leaders and/or teacher teams' capacity to drive data-driven instruction and academic decision-making.</li> <li>• Seeks out and implements strategies based on participation in instructional practice and/or curriculum based learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyzes data to develop professional development action plans, intervention strategies, and secure resources that lead to improvements in academic performance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently analyzes data to develop professional development action plans, intervention strategies, and secure resources focused on improving academic performance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inconsistently analyzes data to develop professional development action plans, intervention strategies, and secure resources focused on improving academic performance.</li> </ul>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Supports teachers and/or teacher teams in analyzing data to both drive instruction and lead to reflection and adjustment of practice.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently supports teachers and/or teacher teams to review data to drive instruction.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inconsistently supports teachers and/or teacher teams to review data to drive instruction.</li> </ul>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Prepares teachers and/or teacher teams for instruction by analyzing standards and reviewing the alignment of curriculum, unit plans, and assessments.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently prepares teachers and/or teacher teams for instruction by reviewing standards and curriculum resources.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inconsistently prepares teachers and/or teacher teams for instruction by reviewing standards and curriculum resources.</li> </ul>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures teachers and/or teacher teams have access to curriculum resources and professional learning opportunities that are aligned with teacher or student needs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently ensures teachers and/or teacher teams have access to curriculum resources and professional learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inconsistently teachers and/or teacher teams have access to curriculum resources and professional learning opportunities.</li> </ul>

## City Schools Leadership Framework & Rubric: Assistant Principals & Principal Residents

CORE VALUE 1: INSTRUCTIONAL LEADERSHIP				
1.3	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p><b>School leader ensures equity of learning for all students.</b></p>	<p><i>In addition to all of the elements in Level 3, Level 4 includes:</i></p> <ul style="list-style-type: none"> <li>• Creates culturally relevant learning experiences or programs that celebrate students and their lived experience.</li> <li>• Partners with a diverse group of school and community stakeholders to identify and address student needs.</li> </ul>	<p><input type="checkbox"/> Promotes and communicates rigorous goals for the equitable improvement of student learning that are measurable and aligned to student need.</p>	<p><input type="checkbox"/> Consistently communicates goals for the equitable improvement of student learning that are measurable and aligned to student need.</p>	<p><input type="checkbox"/> Inconsistently communicates goals for the equitable improvement of student learning.</p>
		<p><input type="checkbox"/> Makes use of on-going student achievement data, school climate data, and understanding of current events in order to address achievement gaps between student groups.</p>	<p><input type="checkbox"/> Consistently monitors course enrollment, educator effectiveness, student achievement, and school climate data in order to address achievement gaps between student groups.</p>	<p><input type="checkbox"/> Inconsistently monitors course enrollment, educator effectiveness, student achievement, and school climate data in order to address achievement gaps between student groups.</p>
		<p><input type="checkbox"/> Supports learning experiences and/or programs that encourage academic success and are differentiated to meet the diverse needs of all learners.</p>	<p><input type="checkbox"/> Consistently supports learning experiences and/or programs that encourage academic success in alignment with school-wide student needs.</p>	<p><input type="checkbox"/> Inconsistently supports learning experiences and/or programs that encourage academic success in alignment with student needs.</p>
		<p><input type="checkbox"/> Collaborates with various school stakeholders to strengthen the cultural relevance of the school services.</p>	<p><input type="checkbox"/> Consistently collaborates with educators to strengthen the cultural relevance of the school services.</p>	<p><input type="checkbox"/> Inconsistently collaborates with educators to strengthen the cultural relevance of the school services.</p>



# City Schools Leadership Framework & Rubric: Assistant Principals & Principal Residents

## CORE VALUE 2: PERFORMANCE DEVELOPMENT & EMPLOYEE EFFECTIVENESS

CORE VALUE 2: PERFORMANCE DEVELOPMENT & EMPLOYEE EFFECTIVENESS				
2.1	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<b>School leader engages self and others in professional growth experiences that translate in a demonstrated impact on student culture and achievement.</b>	<i>In addition to all of the elements in Level 3, Level 4 includes:</i> <ul style="list-style-type: none"> <li>As part of reflection upon practice, solicits input from various stakeholders and analyzes past successes and failures.</li> <li>Models collective responsibility to improve each student’s learning by providing and routinely participating in professional development that promotes culturally responsive practices.</li> </ul>	<input type="checkbox"/> Establishes professional growth priorities, follows through on action steps, and achieves goals focused on high-leverage leadership competencies.	<input type="checkbox"/> Establishes professional growth goals, consistently follows through on action steps, and focuses those goals on high-leverage leadership competencies.	<input type="checkbox"/> Establishes professional growth goals, but inconsistently follows through on action steps and/or those goals don’t focus on high-leverage competencies.
		<input type="checkbox"/> Reflections upon practice lead to seeking out and applying new learning.	<input type="checkbox"/> Consistently reflects upon practice in a manner which leads to seeking out opportunities for new learning.	<input type="checkbox"/> Inconsistently reflects about practice in a manner which leads to taking action to strengthen own professional learning and/or leader is resistant to change in leadership behaviors.
		<input type="checkbox"/> Models a sense of collective responsibility to continually improve student learning by attending professional development in line with professional growth areas and by adapting his/her leadership practices.	<input type="checkbox"/> Models a sense of collective responsibility to improve student learning by attending professional development in line with professional growth areas.	<input type="checkbox"/> Does not model a sense of collective responsibility to improve student learning and/or rarely attends professional development in line with growth areas.

## City Schools Leadership Framework & Rubric: Assistant Principals & Principal Residents

☐ Engages staff in regularly scheduled professional development activities that are part of a school-wide professional development plan, differentiated based on identified staff and school needs.

☐ Consistently engages staff in regularly scheduled professional development activities that are part of a school-wide professional development plan based on identified needs and in alignment with school needs.

☐ Inconsistently engages staff in professional development activities and/or professional development activities are not aligned with school needs.

## City Schools Leadership Framework & Rubric: Assistant Principals & Principal Residents

CORE VALUE 2: PERFORMANCE DEVELOPMENT & EMPLOYEE EFFECTIVENESS				
2.2	Level 4	Level 3	Level 2	Level 1
<p><b>School leader follows processes and procedures outlined in the district evaluation plan for all staff members.</b></p>	<p><i>In addition to all of the elements in Level 3, Level 4 includes:</i></p> <ul style="list-style-type: none"> <li>Utilizes rigorous student learning goals to define and lead discussions around performance</li> <li>Frequently checks in with struggling staff to evaluate, document, and discuss current performance and provide individualized intervention.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures professional obligations as outlined in the processes and procedures for staff evaluations are met in a complete and timely manner, and appropriately differentiates employee performance in accordance with appropriate rubrics and guidance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures professional obligations as outlined in the processes and procedures for staff evaluations are met in a complete and timely manner.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Efforts to meet professional obligations as outlined in the processes and procedures for staff evaluations are incomplete or untimely.</li> </ul>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> In accordance to applicable district practice and based on multiple data points, (ie: documented interventions and observations), school leadership persistently attempts to remove those who do not make reasonable progress toward meeting professional expectations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently uses milestones in the evaluation process to provide support and document interventions for employees to make reasonable progress toward meeting professional expectations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inconsistently uses milestones in the evaluation process to provide support and document interventions for employees to make reasonable progress toward meeting professional expectations.</li> </ul>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses observation and student performance data, to provide timely, actionable feedback to teachers that is aimed at improving student outcomes and leads to changes in educator practice.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses observation and student performance data to provide timely feedback to teachers that is aimed at improving student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides inconsistent or ineffective feedback to teachers and/or feedback that is not aimed at improving student outcomes.</li> </ul>

## City Schools Leadership Framework & Rubric: Assistant Principals & Principal Residents

CORE VALUE 2: PERFORMANCE DEVELOPMENT & EMPLOYEE EFFECTIVENESS				
2.3	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p><b>School leader models a culture of excellence through reflective and professional practice.</b></p>	<p><i>In addition to all of the elements in Level 3, Level 4 includes:</i></p> <ul style="list-style-type: none"> <li>• Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors.</li> <li>• Addresses potential obstacles and models use of resistance and setbacks as opportunities to learn and grow.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Solicits and uses feedback in order to support the maintenance of routines, procedures, and policies that create a welcoming learning environment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently supports the maintenance of routines, procedures, and policies that create a welcoming learning environment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inconsistently supports the maintenance of routines, procedures, and policies that create a welcoming learning environment.</li> </ul>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaboratively establishes key priorities informed by data for improving the school's programs and practices. Possible solutions to address weaknesses and promising new ideas are prioritized and implemented through action plans.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes key priorities informed by data for improving the school's programs and practices. Possible solutions to address weaknesses and promising new ideas are sometimes prioritized and implemented through action plans.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inconsistently establishes and/or articulates key priorities informed by data for improving the school's programs and practices.</li> </ul>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> While working through action plans, is adaptive, consistently responds to changes in the environment, and reshuffles priorities to address the new situation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> While working through action plans, is adaptive and consistently responds to changes in the environment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> While working through action plans, is rarely adaptive and/or inconsistently responds to changes in the environment.</li> </ul>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates importance and impact on school success and holds staff accountable for implementation of district, state, and federal laws, regulations and policies.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently implements and complies with district, state, and federal laws, regulations, and policies.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inconsistently implements and complies with district, state, and federal laws, regulations, and policies.</li> </ul>



# City Schools Leadership Framework & Rubric: Assistant Principals & Principal Residents

## CORE VALUE 3: CULTURE & CLIMATE

CORE VALUE 3: CULTURE & CLIMATE				
3.1	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<b>School leader promotes and communicates the shared vision and mission that cultivates a student-centered learning environment that reflects, celebrates, as well as embraces student, staff, and community diversity.</b>	<i>In addition to all of the elements in Level 3, Level 4 includes:</i> <ul style="list-style-type: none"> <li>Involves school stakeholders in reflecting on school protocols and their impact on the school's learning environment.</li> <li>Engages school stakeholders in the development of strategic initiatives and/or goals focused on creating a more welcoming learning environment.</li> </ul>	<input type="checkbox"/> Consistently speaks to and reinforces the mission, vision and values of the school in a manner which supports other school team members' clear understanding.	<input type="checkbox"/> Consistently speaks to and reinforces the mission, vision and values of the school.	<input type="checkbox"/> Inconsistently speaks to the mission, vision and values of the school.
		<input type="checkbox"/> Implements and monitors school protocols and adjusts practice in response to data in order to create an environment where students, staff and families feel welcomed and safe at school.	<input type="checkbox"/> Consistently implements school protocols aligned with the school mission that create an environment where students, staff and families feel welcomed and safe at school.	<input type="checkbox"/> Inconsistently implements school protocols, which allows an environment where few students, staff and families report feeling welcomed or safe at school.
		<input type="checkbox"/> Ensures school's programs are managed and aligned with the school's mission and vision, and reflect the school community's diversity.	<input type="checkbox"/> Consistently monitors that the school's programs which they are assigned to manage are aligned with the school's mission and vision.	<input type="checkbox"/> Inconsistently monitors that the school's programs which they are assigned to manage are aligned with the school's mission and vision.

## City Schools Leadership Framework & Rubric: Assistant Principals & Principal Residents

CORE VALUE 3: CULTURE & CLIMATE				
3.2	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p><b>School leader leads and/or supports school committees and initiatives to ensure a supportive learning environment that meets the academic, social and emotional needs of students.</b></p>	<p><i>In addition to all of the elements in Level 3, Level 4 includes:</i></p> <ul style="list-style-type: none"> <li>• Empowers teachers and staff to adapt committees and initiatives in order to increase sustainability and progress over time.</li> <li>• Leverages school committee and initiative structures to ensure equitable progress towards meeting students' academic, social, and emotional needs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Applies organizational skills, long range planning, and resource management to support progress towards goals of school committee and initiatives.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently demonstrates organization, planning and resource management in support of school committees and initiatives.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inconsistently demonstrates organization and planning in support of school committees and initiatives.</li> </ul>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> School committee and initiatives leadership leads to systems that support a welcoming learning environment for all students by proactively attending to individual student's social, emotional, and socioeconomic needs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School committee and initiatives leadership leads to systems that react to individual student's social, emotional, and socioeconomic needs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School committee and initiatives leadership leads to inconsistently addressing individual student's social and emotional needs and/or focuses on general school climate needs.</li> </ul>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses distributive leadership to empower teachers and staff to take ownership of essential responsibilities and decisions appropriate to the individual, which are managed effectively.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and/or decisions to appropriate individuals.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Delegates few responsibilities or decisions and/or delegates responsibilities in a way that is inappropriate.</li> </ul>

## City Schools Leadership Framework & Rubric: Assistant Principals & Principal Residents

CORE VALUE 3: CULTURE & CLIMATE				
3.3	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p><b>School leader promotes a culture of excellence by celebrating progress and maintaining a focus on continuous improvement aligned to the needs of the school.</b></p>	<p><i>In addition to all of the elements in Level 3, Level 4 includes:</i></p> <ul style="list-style-type: none"> <li>• Creates and maintains sustainable structures for school stakeholders to monitor and celebrate progress towards goals.</li> <li>• Engages school stakeholders and implements feedback and/or adjustments accordingly.</li> </ul>	<p><input type="checkbox"/> Communicates school academic and behavioral expectations with school stakeholders in a manner which builds their capacity to reinforce these expectations.</p>	<p><input type="checkbox"/> Consistently communicates school academic and behavioral expectations with school stakeholders.</p>	<p><input type="checkbox"/> Inconsistently communicates school academic and behavioral expectations with school stakeholders.</p>
		<p><input type="checkbox"/> Provides opportunities and support for school stakeholders to review school-wide data and monitor progress towards improvement goals.</p>	<p><input type="checkbox"/> Consistently shares school-wide data with school stakeholders.</p>	<p><input type="checkbox"/> Inconsistently shares school-wide data with school stakeholders.</p>
		<p><input type="checkbox"/> Maintains and/or creates structures to recognize and celebrate student and staff success and progress towards goals.</p>	<p><input type="checkbox"/> Consistently recognizes and celebrates student and staff success and progress towards goals.</p>	<p><input type="checkbox"/> Inconsistently provides opportunities to recognize and celebrate student and staff success.</p>



# City Schools Leadership Framework & Rubric: Assistant Principals & Principal Residents

## CORE VALUE 4: SYSTEMS & OPERATIONS MANAGEMENT

CORE VALUE 4: SYSTEMS & OPERATIONS MANAGEMENT				
4.1	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<b>School leader develops and/or manages partnerships with internal and external stakeholders to provide equitable resources and achieve school goals.</b>	<i>In addition to all of the elements in Level 3, Level 4 includes:</i> <ul style="list-style-type: none"> <li>Supports coalitions of stakeholders to sustain progress towards collaborative goals.</li> <li>Utilizes all appropriate and available opportunities and organizations (networks, central office, non-profit staffing organizations, grants, etc) to ensure optimal use of resources.</li> </ul>	<input type="checkbox"/> Builds and maintains collaborative and strategic relationships with stakeholders that are aligned with school goals and priorities.	<input type="checkbox"/> Builds and maintains collaborative, respectful relationships with stakeholders in order to achieve specific school goals.	<input type="checkbox"/> Engagement with stakeholders has limited focus on measurable objectives.
		<input type="checkbox"/> Actively addresses stakeholder concerns and needs in order to strengthen partnerships.	<input type="checkbox"/> Consistently identifies and takes into consideration stakeholder concerns and interests when engaging with stakeholders.	<input type="checkbox"/> Inconsistently identifies stakeholder concerns that impact collaboration and partnerships, and/or engagement style alienates some stakeholders.
		<input type="checkbox"/> Advocates with a diverse range of community and district partners and garners resources to meet the needs of students and the school.	<input type="checkbox"/> Consistently advocates with community and/or district partners to garner resources to meet the needs of students and the school.	<input type="checkbox"/> Inconsistently advocates with community and/or district partners for resources that would need the needs of students and the school.
		<input type="checkbox"/> Plans for resource allocation support school goals, highly effective teaching, and equitable learning environments.	<input type="checkbox"/> Consistently develops and/or manages a plan for resource allocation to support teaching and learning.	<input type="checkbox"/> Inconsistently develops and/or manages a plan for resource allocation to support teaching and learning.

## City Schools Leadership Framework & Rubric: Assistant Principals & Principal Residents

CORE VALUE 4: SYSTEMS & OPERATIONS MANAGEMENT				
4.2	Level 4	Level 3	Level 2	Level 1
<b>School leader supports school operations and resource management to create a safe and inclusive environment which maximizes student learning.</b>	<p><i>In addition to all of the elements in Level 3, Level 4 includes:</i></p> <ul style="list-style-type: none"> <li>Identifies ways to improve the effectiveness of established school-based operational routines and procedures to eliminate any barriers to teaching and learning and increase school safety.</li> <li>Gathers and acts upon feedback from the leadership team, other staff members, and students throughout the school year about school schedules and school campus environment.</li> </ul>	<input type="checkbox"/> Develops school schedules (e.g., school calendar, bell schedule, assessment calendar, IEP calendar) with extensive input from leadership team and other staff members that maximize time on student learning for all student groups.	<input type="checkbox"/> Develops school schedules (e.g., school calendar, bell schedule, assessment calendar, IEP calendar) that consistently maximize time on student learning for all student groups.	<input type="checkbox"/> Develops school schedules (e.g., school calendar, bell schedule, assessment calendar, IEP calendar) that inconsistently maximize time on student learning.
		<input type="checkbox"/> Monitors effectiveness of school-based operational routines and procedures (e.g., class transitions, comprehensive safety and security plan) and adjusts if necessary.	<input type="checkbox"/> Consistently executes school-based operational routines and procedures (e.g., class transitions, comprehensive safety and security plan).	<input type="checkbox"/> Inconsistently executes school-based operational routines and procedures (e.g., class transitions, comprehensive safety and security plan).
		<input type="checkbox"/> Supports high expectations for a school campus environment that promotes student learning (e.g., monitoring incident data, conducting facility walkthroughs).	<input type="checkbox"/> Consistently communicates and monitors high expectations for school campus order, cleanliness, and safety.	<input type="checkbox"/> Inconsistently communicates and monitors high expectations for school campus order, cleanliness, and safety.

## City Schools Leadership Framework & Rubric: Assistant Principals & Principal Residents

CORE VALUE 4: SYSTEMS & OPERATIONS MANAGEMENT				
4.3	Level 4	Level 3	Level 2	Level 1
<b>School leader implements and models effective school and district policies.</b>	<i>In addition to all of the elements in Level 3, Level 4 includes:</i> <ul style="list-style-type: none"> <li>• Monitors that professional norms are promoted and pervasive among school staff.</li> <li>• Collaborates with staff to resolve student discipline and attendance problems and proactively plans to mitigate reoccurrences.</li> </ul>	<input type="checkbox"/> Fulfills all compliance and professional responsibilities on time and with accuracy.	<input type="checkbox"/> Fulfills most compliance and professional responsibilities in a complete and timely manner.	<input type="checkbox"/> Fulfills few compliance and professional responsibilities in a complete or timely manner.
		<input type="checkbox"/> Addresses student discipline and attendance problems in an appropriate, timely manner and secures resources to address underlying issues.	<input type="checkbox"/> Consistently addresses student discipline and attendance problems in an appropriate manner.	<input type="checkbox"/> Inconsistently addresses student discipline and/or attendance problems in an appropriate manner.
		<input type="checkbox"/> Implements school policies, processes, and routines, and promotes these actions in other school team members.	<input type="checkbox"/> Consistently implements school policies, processes, and routines.	<input type="checkbox"/> Inconsistently implements school policies, processes, and routines.
		<input type="checkbox"/> Models professional norms related to the school system’s code of conduct for engaging with stakeholders with respect, integrity, and transparency.	<input type="checkbox"/> Consistently communicates expectations for professional norms related to the school system’s code of conduct for engaging with stakeholders with respect, integrity, and transparency.	<input type="checkbox"/> Inconsistently communicates expectations for professional norms.