



# City Schools Leadership Framework & Rubric

## Overview<sup>1</sup>

In 2012, The Maryland State Board of Education adopted regulations for teacher and principal evaluations. The Maryland Instructional Leadership Framework and the Interstate School Leaders Licensure Consortium (ISLLC) Standards created the foundation for evaluating the professional practice of principals. As part of its Race to the Top work, Baltimore City Public Schools developed the City Schools Leadership Framework in collaboration with the Public School Administrators and Supervisors Association (PSASA), as a key measure of professional practice for school leaders.

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 Updates & Alignment

Members of the Southern Regional Education Board (SREB) and Education First team consulted with City Schools in November 2017 to January 2018 and conducted a cross-walk of City Schools' Leadership Framework and MSDE's PSEL rubric to show the areas of alignment and facilitated focus groups with principal supervisors, school leaders, and teachers to gather feedback on principal evaluations. Following this analysis, district team members met monthly with principals identified by PSASA to refine and update City Schools' Leadership Framework to more closely align with MSDE's principal evaluation rubric and the underlying PSEL standards. Through this work, the four Core Values of the Leadership Framework remain as defining elements of school leadership. The individual indicators and aligned performance actions, however, reflect updates based on school leader and supervisor feedback.

## 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



## CORE VALUE 1: HIGHLY EFFECTIVE INSTRUCTION (INSTRUCTIONAL LEADERSHIP)

CORE VALUE 1: HIGHLY EFFECTIVE INSTRUCTION (INSTRUCTIONAL LEADERSHIP)				
1.1	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<b>School leadership supports highly effective instruction.</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>Continually evaluates progress in implementation of the Instructional Framework and adjusts plan as necessary to strengthen coherence and alignment across grade levels and/or disciplines.</li> <li>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.</li> </ul>	<input type="checkbox"/> Articulates the importance of school improvement and high expectations for student achievement with families, students, and staff, and acts upon this shared vision with evidence of implementation apparent in daily operations.	<input type="checkbox"/> Articulates the importance of school improvement and high expectations for student achievement and has shared that vision with others in the school community, but minimal evidence of implementation is apparent in daily operations.	<input type="checkbox"/> Inconsistently speaks to the importance of school improvement and high expectations for student achievement, and/or has not shared this vision with the school community.
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Leads school educators on best practices based on an understanding of culturally relevant pedagogy in order to improve student achievement across student groups.</li> </ul>	<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"/> Articulates a clear plan and implementation of the Instructional Framework is evident through activities such as common planning time, observations, and conversations with staff.	<input type="checkbox"/> Can articulate a plan but implementation of the Instructional Framework is limited, as evidenced by common planning time, observations, and conversations with staff.	<input type="checkbox"/> Unable to articulate a plan for implementation of the Instructional Framework, or has not yet articulated that plan to faculty.
		<input type="checkbox"/> Provides formative feedback based on the Instructional Framework that is actionable, clearly describes strengths and areas for growth, and meets the diverse needs of student learners. This feedback is supported by a school-	<input type="checkbox"/> Provides formative feedback based on the Instructional Framework that is actionable, 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.

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	<p>wide professional development plan and aligned to key improvement goals.</p> <p>☐ Implements a formative assessment process to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes</p>	<p>☐ Implements assessments in alignment with school system and state requirements and reviews data to monitor student progress.</p>	<p>☐ Implements assessments in alignment with school system and state requirements, with inconsistent review of data and student progress.</p>

## City Schools Leadership Framework & Rubric

CORE VALUE 1: HIGHLY EFFECTIVE INSTRUCTION (INSTRUCTIONAL LEADERSHIP)				
1.2	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p><b>School leadership plans, assesses, and adjusts to ensure highly effective instruction.</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>• Consistently checks that teachers have the content knowledge and training to analyze data and adjust instruction to align with student needs.</li> <li>• Provides access to opportunities and communicates clear expectation that teachers deepen their content knowledge, their proficiency in data use, and their use of technologies and literacy strategies to support student learning.</li> </ul>	<p><input type="checkbox"/> Ensures the regular planning and implementation of standards-based units and lessons that are well-paced in alignment with grade-level or course standards, and that employ teaching practices described within the Instructional Framework.</p>	<p><input type="checkbox"/> Ensures the regular planning and implementation of standards-based units and lessons that are well-paced and that employ teaching practices described within the Instructional Framework.</p>	<p><input type="checkbox"/> Inconsistently oversees the regular planning and implementation 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.</p>
		<p><input type="checkbox"/> In addition to the regular student learning data-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.</p>	<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> Demonstrates a minimal understanding of data analysis and/or inconsistently implements a student learning data-cycle.</p>
		<p><input type="checkbox"/> Forms faculty teams that meet regularly to plan, assess, and adjust classroom practice, and improve coherence and alignment of curriculum, instruction, and assessment across grade levels and/or disciplines.</p>	<p><input type="checkbox"/> Forms faculty teams and has them meet regularly to plan, assess, and adjust classroom practice.</p>	<p><input type="checkbox"/> Inconsistently forms faculty teams and has them meet occasionally to plan, assess, and adjust classroom practice.</p>

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CORE VALUE 1: HIGHLY EFFECTIVE INSTRUCTION (INSTRUCTIONAL LEADERSHIP)				
1.3	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p><b>School leadership implements improvement efforts to ensure equity in instruction and growth in learning outcomes 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>• Intentionally provides awareness of and access to inclusive opportunities for all school community stakeholders to lead the design and/or implementation of strategies that address identified achievement gaps in student groups.</li> <li>• Engages school community stakeholders in analyzing data, monitoring progress, and adjusting strategies in order to move towards rigorous goals for the equitable improvement of student learning.</li> </ul>	<p><input type="checkbox"/> Ensures learning experiences and resources are aligned and differentiated to address each student’s identified needs.</p>	<p><input type="checkbox"/> Regularly provides learning experiences and resources that are aligned with identified school-wide student needs.</p>	<p><input type="checkbox"/> Inconsistently provides learning experiences and resources to encourage academic success and/or provides services that are not aligned with student needs.</p>
		<p><input type="checkbox"/> Makes use of on-going student achievement data, school climate data, and understanding of current events in order to strengthen cultural relevance of the curriculum and school services for their school community.</p>	<p><input type="checkbox"/> Monitors course enrollment, educator effectiveness, student achievement, and school climate data to adapt instructional and work-place practices in order to eliminate achievement gaps between student groups.</p>	<p><input type="checkbox"/> Demonstrates an understanding of data related to course enrollment, educator effectiveness, student achievement, and school climate and identified achievement gaps between student groups.</p>
		<p><input type="checkbox"/> Establishes and communicates rigorous goals for the equitable improvement of student learning that are measurable and aligned to student need.</p>	<p><input type="checkbox"/> Establishes goals for the equitable improvement of student learning that are measurable and aligned to student need.</p>	<p><input type="checkbox"/> Inconsistently establishes goals for the equitable improvement of student learning and/or establishes goals that are not measurable or aligned to student need.</p>
		<p><input type="checkbox"/> Partners with a diverse range of multiple school community stakeholders to identify biases and/or gaps and provide culturally relevant learning experiences for students.</p>	<p><input type="checkbox"/> Partners with some school community stakeholders to identify biases and/or gaps and provide culturally relevant learning experiences for students.</p>	<p><input type="checkbox"/> Identifies biases and/or gaps and plans for providing culturally relevant learning experiences based on his/her own perspective.</p>
		<p><input type="checkbox"/> Ensures the selection of culturally relevant resources that reflect a commitment to equity and an appreciation of diversity.</p>	<p><input type="checkbox"/> Ensures the selection of resources that reflect a commitment to equity and an appreciation of diversity.</p>	<p><input type="checkbox"/> Inconsistently ensures the selection of resources that reflect a commitment to equity and/or an appreciation of diversity.</p>



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## CORE VALUE 2: TALENTED PEOPLE (CAPACITY BUILDING)

CORE VALUE 2: TALENTED PEOPLE (CAPACITY BUILDING)				
2.1	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<b>School leadership implements systems to select and retain effective teachers and staff whose skills and beliefs meet those needs.</b>	<i>In addition to all of the elements in Level 3, Level 4 includes:</i> <ul style="list-style-type: none"> <li>Has implemented organizational structures for selection and retention across staffing positions that have clearly improved student well-being, academic performance, and equitable access to highly effective educators.</li> <li>Has clearly developed future school leaders through developing their capacity and delegating responsibility.</li> <li>Regularly evaluates criteria and plan for recruiting, hiring, and retaining staff in alignment with current and future school needs.</li> </ul>	<input type="checkbox"/> Has created or implemented an organizational and staffing structure that meets the diverse needs of all students.	<input type="checkbox"/> Has created or implemented an organizational and staffing structure that meets the diverse needs of most students.	<input type="checkbox"/> 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.
		<input type="checkbox"/> Anticipates staff turnover and proactively recruits candidates through all sanctioned means and involves a diverse group of school stakeholders in defining staffing needs and finding well-qualified candidates.	<input type="checkbox"/> Recruits candidates through several sanctioned means and involves some stakeholders in defining staffing needs and finding well-qualified candidates.	<input type="checkbox"/> Leverages limited sanctioned recruitment means and minimally involves stakeholders in defining staffing needs and finding well-qualified candidates.
		<input type="checkbox"/> Uses multiple stakeholders and explicit, effective measures to assess each candidate's qualifications in alignment with school needs.	<input type="checkbox"/> Uses some stakeholders and a few measures to assess each candidate's qualifications in alignment with school needs.	<input type="checkbox"/> Has not created a system for assessing candidates' qualifications that explicitly aligns with school needs.
		<input type="checkbox"/> Ensures the implementation of mentoring and/or other induction programs to support the development of all new teachers and staff and monitors the program's effectiveness.	<input type="checkbox"/> Ensures the implementation of mentoring and/or other induction programs to support the development of new teachers and staff.	<input type="checkbox"/> Inconsistently implements or monitors a mentoring and/or other induction programs to support teacher and staff development.

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		<input type="checkbox"/> Recruits a strong leadership team whose membership reflects the school staff's population and develops the team's capacity to lead the school.	<input type="checkbox"/> 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.	<input type="checkbox"/> Has identified a leadership team, but membership does not reflect the school staff's population.
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## City Schools Leadership Framework & Rubric

CORE VALUE 2: TALENTED PEOPLE (CAPACITY BUILDING)				
2.2	Level 4	Level 3	Level 2	Level 1
<b>School leadership develops its own capacity and that of faculty and staff by engaging in school-wide reflection and professional development.</b>	<i>In addition to all of the elements in Level 3, Level 4 includes:</i> <ul style="list-style-type: none"> <li>Models collective responsibility to continually improve each student’s learning by providing and participating in professional development that promotes culturally responsive practices.</li> <li>Continually engages staff in the evaluation of the school-wide professional development plan in order to identify areas of sustainability and growth based on staff perceptions.</li> <li>Leverages staff expertise to design and implement job-embedded professional learning opportunities in alignment with school goals and identified student learning and socioemotional needs.</li> </ul>	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.
		<input type="checkbox"/> Ensures the collaborative formation of school-wide, team, and individual professional development goals for teachers and staff and monitors progress towards these goals that all staff are responsible for.	<input type="checkbox"/> Allows for reflection and the formation of school-wide, team, and individual professional development goals for teachers and staff and occasionally monitors progress towards these goals.	<input type="checkbox"/> 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.
		<input type="checkbox"/> Employs teams representative of the school community throughout the building and assigns them essential tasks as a means of providing differentiated job embedded professional development linked to school goals and challenges.	<input type="checkbox"/> Employs a few teams throughout the building and assigns them some essential tasks as a means of providing job embedded professional development linked to school goals and challenges.	<input type="checkbox"/> Employs a few teams throughout the building as a means of dispersing nonessential tasks.

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		<p><input type="checkbox"/> Develops systems that attend to the individual professional needs of staff, establishing a community in which all members thrive.</p>	<p><input type="checkbox"/> Develops a few systems that occasionally attend to the individual professional needs of staff, establishing a community in which most members thrive.</p>	<p><input type="checkbox"/> Has no clear systems that attend to the individual professional needs of staff as necessary.</p>
		<p><input type="checkbox"/> Engages staff in a school-wide professional development plan that includes strategies to foster professional growth of staff at all career stages based on identified needs and in alignment with the Instructional Framework.</p>	<p><input type="checkbox"/> 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 the Instructional Framework.</p>	<p><input type="checkbox"/> Cannot speak to a vision for school-wide professional development and/or professional development topics are scattered with few opportunities for stakeholders to engage in professional development.</p>

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CORE VALUE 2: TALENTED PEOPLE (CAPACITY BUILDING)				
2.3	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p><b>School leadership makes full use of the evaluation system to both develop faculty and staff capacity and to hold them accountable for performance.<sup>2</sup></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>• Provides opportunities and structures so that multiple stakeholders (assistant principals, teacher leaders, content experts, etc) provide support to teachers and staff.</li> <li>• Frequently checks in with struggling teachers to evaluate, document, and discuss current performance against professional expectations and provide individualized intervention.</li> <li>• Develops, retains, and promotes high-performing teachers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates performance expectations for all staff and allocates time to support staff in meeting those expectations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates performance expectations but does not consistently allocate time to support staff in meeting those expectations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inconsistently articulates performance expectations.</li> </ul>
		<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations.</li> </ul>	<ul style="list-style-type: none"> <li><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.</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"/> In accordance to applicable district practice and based on a few data points, (ie: documented interventions and observations), school leadership 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"/> Inconsistently attempts to remove those who do not make reasonable progress toward meeting professional expectations and/or rarely uses data to inform these decisions.</li> </ul>

<sup>2</sup> Example evidence: No default effective evaluation ratings



## City Schools Leadership Framework & Rubric

### CORE VALUE 3: VISION AND ENGAGEMENT

CORE VALUE 3: VISION AND ENGAGEMENT				
3.1	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<b>The school leadership provides a clear vision and mission that promotes a student-centered learning environment that reflects, celebrates, and 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>Proactively seeks and sustains alliances with community partners and agencies that support the school's student-centered mission and vision.</li> <li>Collaboratively develops and implements student-centered mission and vision with regular review and feedback of multiple and diverse groups of school stakeholders.</li> <li>Provides opportunities to teachers and staff to learn more about the community history, strength, and challenges.</li> </ul>	<input type="checkbox"/> Creates communication 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Does not speak to the mission, vision and values of the school and/or has not articulated them to stakeholders.
		<input type="checkbox"/> Has successfully involved school stakeholders in developing and/or implementing the school's student-centered vision and mission, which includes strategic initiatives and goals.	<input type="checkbox"/> Reaches out to potential stakeholders to increase involvement in developing and/or implementing the school's student-centered vision and mission, but has not yet secured their involvement.	<input type="checkbox"/> Inconsistently attempts to include a minimum number of stakeholders to develop and/or implement the school's student-centered vision and mission.
		<input type="checkbox"/> Implements and monitors 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"/> 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"/> Maintains an environment where few students, staff and families report feeling welcomed and safe at school.
		<input type="checkbox"/> Ensures that the school's programs are aligned with the school's student-centered mission and vision and reflect cultural awareness for 21 <sup>st</sup> Century success and beyond.	<input type="checkbox"/> Monitors that the school's programs are aligned with the school's student-centered mission and vision, and reflect the school community's diversity.	<input type="checkbox"/> Inconsistently monitors that the school's programs are aligned with the school's student-centered mission and vision and reflect the school community's diversity.

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CORE VALUE 3: VISION AND ENGAGEMENT				
3.2	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p><b>The school leadership cultivates and sustains open communication and decision-making opportunities with families and communities.<sup>3</sup></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>Recruits families to assist in communication and engagement efforts with other families.</li> <li>Clears obstacles to assist families in attending school meetings and functions (transportation, child care, etc.).</li> <li>Proactively recruits and supports parents and community members to organize and carry out school activities and improvement efforts.</li> </ul>	<input type="checkbox"/> Uses multiple strategies, languages and vehicles to communicate information, such as progress toward school-wide goals and initiatives, policies, events and the academic and social development of students to families and community.	<input type="checkbox"/> Uses a few strategies, languages and vehicles to communicate information such as progress toward school-wide goals and initiatives, policies, events and the academic and social development of students to families and community.	<input type="checkbox"/> Inconsistently uses more than one strategy, language or vehicle to communicate information to families and community.
		<input type="checkbox"/> Provides a variety of opportunities for families and the community to participate in or provide feedback on appropriate school-wide decisions and improvement efforts.	<input type="checkbox"/> Provides opportunities for families and the community to participate in or provide feedback on appropriate school-wide decisions and improvement efforts.	<input type="checkbox"/> Inconsistently provides opportunities for families and the community to participate in or provide feedback on appropriate school-wide decisions and improvement efforts.
		<input type="checkbox"/> Employs a variety of communication systems for two-way communication with families about individual student successes and needs.	<input type="checkbox"/> Creates effective systems for two-way communication with families about individual student successes and needs.	<input type="checkbox"/> Does not create effective systems of communications with families or maintains ineffective systems for relaying information about individual student successes and needs.
		<input type="checkbox"/> Ensures that all teachers provide regular and substantive updates to families through multiple means of communication to support student learning.	<input type="checkbox"/> Monitors and holds teachers accountable for providing updates to families through multiple means of communication to support student learning.	<input type="checkbox"/> Communicates the need for staff to communicate with families to support student learning, but rarely monitors that this occurs.

<sup>3</sup> Example evidence: Principal holds an FCE Compliance Meeting

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		<input type="checkbox"/> Ensures that teachers and staff build strong relationships with families and school community stakeholders from diverse backgrounds.	<input type="checkbox"/> Monitors that teachers and staff build relationships with some families and school community stakeholders.	<input type="checkbox"/> Inconsistently monitors that teachers and staff have built relationships with families and school community stakeholders.
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CORE VALUE 3: VISION AND ENGAGEMENT				
3.3	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p><b>The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs for each student.</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>• Includes all family and school community stakeholders in the review of culture and climate data and works with them to adjust practices.</li> <li>• Involves diverse groups of family and school community stakeholders in the development or revision of school policies that promote student learning and a welcoming school climate for all students.</li> <li>• Provides a platform for students to engage and lead opportunities for improvement efforts in the school.</li> </ul>	<input type="checkbox"/> With teachers and staff, reviews and analyzes culture and climate data to understand students’ academic and social/emotional needs and their responses to intervention, and implements adjustments accordingly.	<input type="checkbox"/> Reviews and analyzes culture and climate data, adjusts practices as necessary, and holds self and others accountable for maintaining a positive school culture.	<input type="checkbox"/> Inconsistently reviews or analyzes culture and climate data, adjusts practices as necessary, or holds self and/or others accountable for maintaining a positive school culture.
		<input type="checkbox"/> Anticipates and prepares for culture and climate challenges, and implements proactive strategies that have sustained positive climate indicators.	<input type="checkbox"/> Prepares for culture and climate challenges with proactive strategies.	<input type="checkbox"/> Reacts to culture and climate challenges.
		<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Does not establish consistent or effective structures for communication with teachers and staff members.
		<input type="checkbox"/> Establishes structures to recognize and celebrate student, faculty, and staff success and value.	<input type="checkbox"/> Establishes structures to occasionally recognize and celebrate student, faculty, and staff success.	<input type="checkbox"/> Inconsistently provides opportunities to recognize and celebrate student, faculty, and staff success.
		<input type="checkbox"/> Develops systems that support a welcoming learning environment for all students by proactively attending to individual student’s social, emotional, and socioeconomic needs.	Develops systems that react to individual student’s social, emotional, and socioeconomic needs.	<input type="checkbox"/> Inconsistently addresses individual student’s social and emotional needs and/or focuses on general school climate needs.



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### CORE VALUE 4: STRATEGIC LEADERSHIP

CORE VALUE 4: STRATEGIC AND PROFESSIONAL MANAGEMENT				
4.1	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p><b>The school leadership manages progress towards clear goals through a cycle of planning, action, assessment, and adjustment.</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>Engages stakeholders in the monitoring of their progress towards improving student learning and increasing student achievement.</li> <li>Ensures the alignment of all school goals, action plans, and key priorities.</li> <li>Ensures that all stakeholders clearly understand and can articulate school goals, action plans, and key priorities.</li> <li>Scans the external environment and keeps abreast of the local, national and international educational context for emerging trends and their impact on goal setting.</li> </ul>	<input type="checkbox"/> Collaboratively establishes key priorities informed by data for improving the school's programs and practices. 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.	<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.	<input type="checkbox"/> Inconsistently establishes and/or articulates key priorities informed by data for improving the school's programs and practices.
		<input type="checkbox"/> Collaborates with multiple stakeholders who are representative of the school community (including 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.	<input type="checkbox"/> Collaborates with some family, community member, teacher, and/or student (secondary level) stakeholders in order to participate in setting school-wide goals, developing action plans and adjusting those plans based on monitoring of results.	<input type="checkbox"/> Cannot speak to school wide goals or action plans and/or inconsistently includes family, community member, teacher, and/or student (secondary level) stakeholders in their creation.
		<input type="checkbox"/> Establishes and communicates rigorous goals for the improvement of student learning that are measurable and aligned to student need.	<input type="checkbox"/> Establishes goals for the improvement of student learning that are measurable and aligned to student need.	<input type="checkbox"/> Inconsistently establishes goals for the improvement of student learning and/or establishes goals that are not measurable or aligned to student need.



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		<p><input type="checkbox"/> While working through action plans, remains aware and responsive to changes in the environment, is adaptive and reshuffles priorities to address the new situation, and provide opportunities for staff to lead improvement efforts.</p>	<p><input type="checkbox"/> While working through action plans, remains aware and responsive to changes in the environment and is often adaptive and reshuffles priorities to address the new situation.</p>	<p><input type="checkbox"/> 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.</p>
		<p><input type="checkbox"/> Provides opportunities and support for the regular analysis of school-wide data and instructional practices through collaborative staff time and monitors progress towards improvement goals.</p>	<p><input type="checkbox"/> Provides opportunities and support for the analysis of school-wide data and instructional practices through collaborative staff time.</p>	<p><input type="checkbox"/> Inconsistently provides opportunities or supports for the analysis of school-wide data and instructional practices.</p>

## City Schools School Leader Rubric

CORE VALUE 4: STRATEGIC AND PROFESSIONAL MANAGEMENT				
4.2	Level 4	Level 3	Level 2	Level 1
<p><b>The school leadership allocates and deploys the resources of time, human capital, and funding to address the priority growth goals for student achievement.<sup>4</sup></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 all appropriate and available opportunities and organizations (networks, central office, non-profit staffing organizations, grants, etc.) to ensure optimal use of resources of time, human capital, and funding.</li> <li>Creates and maintains an operations plan with goals and procedures clearly aligned to school growth goals.</li> <li>Collaborates with families and staff to advocate for resources, including the development of a system of rewards for those who demonstrate creativity in securing additional resources for the school and responsibility in handling school resources.</li> </ul>	<input type="checkbox"/> Leverages common staff time to focus on professional learning and increase collaboration in support of student achievement.	<input type="checkbox"/> Focuses common staff time on instructional practices and development in support of student achievement.	<input type="checkbox"/> Inconsistently focuses common time on instructional practice and development in support of student achievement.
		<input type="checkbox"/> Develops a schedule that maximizes time on student learning and provides equitable access to rigorous courses and extracurricular experiences that are taken advantage of.	<input type="checkbox"/> Develops a schedule that maximizes time on student learning and includes rigorous courses and extracurricular experiences.	<input type="checkbox"/> Develops a schedule that inconsistently maximizes time on student learning and/or includes rigorous courses and extracurricular experiences.
		<input type="checkbox"/> Budget distributions and resource allocations support school goals, highly effective teaching, and equitable learning environments.	<input type="checkbox"/> Budget distributions and resource allocations support school goals related to teaching and learning.	<input type="checkbox"/> Budget distributions and resource allocations inconsistently support teaching and learning.
		<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.	<input type="checkbox"/> Leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and/or decisions to appropriate individuals.	<input type="checkbox"/> Delegates few responsibilities or decisions and/or delegates responsibilities in a way that is inappropriate.
		<input type="checkbox"/> Advocates with multiple community and district partners and garners resources to meet the needs of students and the school.	<input type="checkbox"/> Advocates with community and/or district partners to garner resources to meet the needs of students and the school.	<input type="checkbox"/> Does little to no advocating with community and/or district partners for resources that would meet the needs of students and the school.

<sup>4</sup> Example evidence: On-time submission of budget

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CORE VALUE 4: STRATEGIC AND PROFESSIONAL MANAGEMENT				
4.3	Level 4	Level 3	Level 2	Level 1
<b>The school leadership models professionalism and perseverance in a culture of continuous improvement.</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>• Models and establishes conditions that promote lifelong professional learning, collaborative practice, and constructive feedback practice amongst school stakeholders.</li> <li>• Develops a relentless drive for results in other school stakeholders.</li> </ul>	<input type="checkbox"/> Models professional norms related to the school system’s code of conduct and for engaging with stakeholders with respect, integrity, and transparency for school staff and stakeholders.	<input type="checkbox"/> Communicates expectations for professional norms related to the school system’s code of conduct and for engaging with stakeholders with respect, integrity, and transparency to school staff.	<input type="checkbox"/> Inconsistent or limited communication of expectations for professional norms.
		<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.	<input type="checkbox"/> Implements and complies with district, state, and federal laws, regulations, and policies.	<input type="checkbox"/> Inconsistently implements and complies with district, state, and federal laws, regulations, and policies.
		<input type="checkbox"/> Ensures professional obligations are met in a complete and timely manner (ie: submitting budgets on time that adhere to guidance, completing evaluation tasks by deadline).	<input type="checkbox"/> Meets some professional obligations in a complete and timely manner (ie submitting budgets on time that adhere to guidance, completing evaluation tasks by deadline).	<input type="checkbox"/> Efforts to meet professional obligations are incomplete or untimely.
		<input type="checkbox"/> As part of reflection upon practice, solicits input from stakeholders in order to seek out opportunities to learn and apply new learning.	<input type="checkbox"/> Reflects upon practice and seeks out opportunities to learn and apply new learning.	<input type="checkbox"/> Reflection about practice inconsistently leads to taking action to strengthen own professional learning.
		<input type="checkbox"/> Proactively addresses potential obstacles and models use of resistance and setbacks as opportunities to learn and grow.	<input type="checkbox"/> Maintains mental focus, energy, and resilience when confronted with obstacles and setbacks.	<input type="checkbox"/> Allows obstacles and setbacks to impede progress towards school goals, or to change school goals in an effort to avoid challenging situations.