

SY24 School Leader Performance Evaluation Rubric

The purpose of this document is to create a shared understanding and common interpretation of each component in the CPS School Leadership Framework. Critical attributes support leaders' continuous professional growth by providing guidance on how practice can be improved to progress to the next performance level. Focus Components are highlighted in yellow. Evaluators should keep in mind:

- Critical attributes are not a checklist. School leaders do not need to demonstrate every critical attribute to attain a particular rating. Ratings will be based on the preponderance of evidence.
- Evaluators will assign ratings for the level that most closely matches the school leader's practice and its impact in improving school practice.

Principals lead (and/or oversee other school leaders in leading) school-wide work of

Assistant principals lead (and/or oversee other school leaders in leading) project-level, departmental, or grade-level work of

Component	Unsatisfactory	Developing	Proficient	Distinguished
1. Organizational Leadership: Oversees systems, structures, and processes for continuous improvement				
a. Vision, mission & goals	Does not involve stakeholders in creating vision, mission, and goals. Does not utilize mission and vision to drive school decisions.	<p>Provides limited opportunities for staff input into development and maintenance of the vision and mission. Decisions and goal setting processes are sometimes aligned to the mission and vision and/or do not reflect high expectations for every student.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> 1. Sometimes incorporates diverse perspectives from students, staff, families, and other stakeholders during vision, mission, and goal setting processes 2. Goals are inconsistently informed by qualitative and/or quantitative data 3. Holds high expectations for most students and is not consistent in working to narrow opportunity gaps 4. Sometimes uses vision and mission to make decisions 5. Inconsistently maintains staff focus on student achievement goals 6. Selectively addresses staff who contradict the vision by displaying low expectations 7. Sometimes takes action on policies that are harmful to students, including 	<p>Collaboratively sets vision, mission, and goals that reflect high expectations for every student and ensures the vision, mission and goals drive school decisions.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> 1. Incorporates diverse perspectives from students, staff, families, and other stakeholders during vision, mission, and goal setting processes 2. Sets goals that are informed by qualitative and quantitative data 3. Holds high expectations for every student, including historically marginalized students, and works to narrow opportunity gaps 4. Uses vision and mission to make decisions 5. Maintains staff focus on student achievement goals and demonstrates persistence in the face of challenges 6. Addresses staff who contradict the vision by displaying low expectations 7. Takes action on policies that are harmful to students, including 	<p>Meets criteria for proficient and expands impact by:</p> <ol style="list-style-type: none"> 1) <i>Building capacity of school staff:</i> Develops the leadership capacity of staff such that effective practices that drive school improvement are in-place through distributed leadership structures. 2) <i>Building capacity of peers:</i> Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Network or District level. 3) <i>Demonstrates distinguished quality</i> such that an aspect of practice or a system/structure aligned to this component can be considered a model for the Network or District. <p>For example:</p> <ul style="list-style-type: none"> • Uses best practices to create a CIWP that truly leverages community assets and diverse input to create vision/mission/goals that galvanizes stakeholders towards high expectations for every student.

		advocating for changes to policies when they are not aligned with school goals and/or student needs	advocating for changes to policies when they are not aligned with school goals and/or student needs	
b. Strategic planning & change management	Does not solicit stakeholder input in creating plans; resource allocation is not strategic or equitable; change management is ineffective.	<p>Provides limited stakeholder engagement in creating and executing schoolwide plans; resource allocation is not strategic; change management is somewhat effective.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> 1. Sometimes communicates how and why decisions were made and inconsistently builds trust and consensus on challenging issues 2. Sometimes collaborates with stakeholders to incorporate diverse perspectives and inconsistently cultivates input from those most impacted when creating and implementing plans 3. Research allocation is not always in alignment mission, goals, and student/staff needs 4. Budget plans do not always support the school's goals and/or the budget is not always managed appropriately 5. Inconsistently communicates with LSC regarding budget and alignment to school strategic plan 	<p>Collaboratively creates and executes schoolwide plans supported by strategic and equitable resource allocation resulting in an effective change management process.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> 1. Creates transparency and trust by communicating how and why decisions were made. Strives to build consensus and buy-in when managing challenging issues 2. Collaborates with stakeholders to incorporate diverse perspectives and cultivates input from those most impacted when creating and implementing plans 3. Strategically allocates resources in alignment with mission, goals, and student/staff needs (e.g., distributes resources to address opportunity gaps), including finding innovative solutions when necessary 4. Effectively plans and manages a fiscally responsible budget that supports the school's goals 5. Collaborates with LSC and school stakeholders to align the budget with the school's strategic plan 	<p>Meets criteria for proficient and expands impact by:</p> <ol style="list-style-type: none"> 1) <i>Building capacity of school staff:</i> Develops the leadership capacity of staff such that effective practices that drive school improvement are in-place through distributed leadership structures. 2) <i>Building capacity of peers:</i> Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Network or District level. 3) <i>Demonstrates distinguished quality</i> such that an aspect of practice or a system/structure aligned to this component can be considered a model for the Network or District. <p>For example:</p> <ul style="list-style-type: none"> • Works closely with LSC to identify resources to address needs of growing population of refugees and collaborates with community members to obtain additional resources in a way that is sustainable over time.
c. Continuous improvement	Does not implement critical pieces of continuous improvement cycle. No evidence of measurable improvement.	<p>Partially implements continuous improvement cycles, resulting in inconsistent improvements.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> 1. Teams are inconsistently student-centered, results-oriented, and prepared to effectively engage in continuous improvement 2. Norms result in staff sometimes being reflective and/or feeling safe in identifying practices that need improvement 3. Inconsistently encourages staff to brainstorm and implement innovation approaches to meet student needs 4. Inconsistently or inaccurately uses 	<p>Creates and implements a continuous improvement cycle that integrates transparent planning, implementation, data review, and strategic adjustments in order to achieve sustained practices that result in measurable improvement.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> 1. Establishes and oversees teams that are student-centered, results-oriented, and prepared to effectively engage in continuous improvement (i.e. ILT, grade level, MTSS) 2. Establishes norms that encourage staff to be reflective and feel safe in identifying practices that need improvement. 3. Encourages staff to brainstorm and implement innovative approaches to meet student needs 	<p>Meets criteria for proficient and expands impact by:</p> <ol style="list-style-type: none"> 1) <i>Building capacity of school staff:</i> Develops the leadership capacity of staff such that effective practices that drive school improvement are in-place through distributed leadership structures. 2) <i>Building capacity of peers:</i> Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Network or District level. 3) <i>Demonstrates distinguished quality</i> such that an aspect of practice or a system/structure aligned to this component can be considered a model for the Network or District.

		<p>data to assess academic results and/or school practices/operations</p> <ol style="list-style-type: none"> Disaggregates data and inconsistently examines priority groups and sometimes checks bias Does not always makes data transparent and public; does not always provide space for students/staff to discuss data to advance learning and improvement Systems and structures to monitor, track, review progress, are not properly implemented and/or do not yield results 	<ol style="list-style-type: none"> Uses multiple data points (both instructional and operational) to assess student achievement results and school practices Disaggregates data to examine priority groups and checks bias Makes data transparent and public, and makes space for students/staff to discuss data to advance learning and improvement Builds systems and structures to monitor, track, review progress, and adjusts strategies 	<p>For example:</p> <ul style="list-style-type: none"> Led school leadership team to create a plan to address increase in the number of disciplinary referrals. Team collected and disaggregated the data, challenging biases about why some groups of students might be skipping school and engaging in fights. Supported team in conducting student focus groups to identify root causes related to transportation issues, and worked collaboratively to find and implement solutions. Process resulted in a significant decrease in disciplinary referrals and more time in class for students.
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2. Instructional Core: Ensures rigorous and coherent curriculum, instruction and assessments aligned to the needs of every student

a. Courses & content	<p>Academic programming is not culturally responsive, does not prepare students for academic postsecondary success, and does not address the needs of any priority groups.</p>	<p>Academic programming is somewhat culturally responsive, partially prepares students for academic and postsecondary success, and addresses the needs of some priority groups.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> Inconsistently implements high quality curriculum as defined by CPS Curriculum Rubrics Curriculum addresses needs of some (but not all) unique student populations Curriculum is somewhat responsive to diverse identities and perspectives of the student body and school community Curriculum inconsistently aligns with the school focus, such as fine arts, STEM, classical, magnet, and IB programming Student placement in classes is somewhat equitable Strategies for postsecondary success are inconsistently implemented 	<p>Ensures academic programming and curricula are culturally responsive, rigorously prepare students for academic and postsecondary success, and align to student and school needs.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> Works collaboratively with staff to implement high quality curriculum as defined by CPS Curriculum Rubrics Curriculum address needs of unique student populations, (e.g., early childhood, English Learners, diverse learners) Curriculum is responsive to the diverse identities and perspectives of the student body and community Leads implementation of programming that aligns with the school focus, such as fine arts, STEM, classical, magnet, and IB programming Ensures equitable student placement in classes, programs and activities, including interrogating and removing biases and privileges that might influence access to opportunities Collaboratively develops and implements strategies for postsecondary success, such as counseling, career and technical education, work-based learning, and advanced placement 	<p>Meets criteria for proficient and expands impact by:</p> <ol style="list-style-type: none"> <i>Building capacity of school staff:</i> Develops the leadership capacity of staff such that effective practices that drive school improvement are in-place through distributed leadership structures. <i>Building capacity of peers:</i> Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Network or District level. <i>Demonstrates distinguished quality</i> such that an aspect of practice or a system/structure aligned to this component can be considered a model for the Network or District. <p>For example:</p> <ul style="list-style-type: none"> Led school in a collaborative process to identify and implement curricula that is: rigorous, aligned to college and career standards, aligned to the school's focus, and responsive to the diverse identities and perspectives of the student body and community. Modeled an approach for distributing leadership to plan and conduct an internal audit to ensure programs and materials are responsive to the diverse identities and perspective of the student body and community.
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b. Instructional strategies	<p>Does not implement effective instructional strategies and does not align interventions to student and school needs.</p>	<p>Inconsistently implements effective instructional strategies and sometimes aligns interventions to student and school needs.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> 1. Instruction is sometimes focused on the Inner Core (identity, community, and relationships) and leverages research-based, culturally responsive practices to ensure the learning environment creates conditions needed for students to learn 2. Inconsistently builds the capacity of staff to implement a variety of instructional strategies that are research based, rigorous, culturally responsive, and aligned to student needs 3. Inconsistently monitors the implementation of instructional strategies (e.g., via classroom observations, review of lesson plans, analysis of student work, etc.) and sometimes identifies strengths and opportunities for improvement 4. Feedback to instructional staff tends to be focused on compliance and formal evaluation rather than coaching for growth and development 5. SEL/Student Support Interventions sometimes align to student needs 	<p>Oversees implementation of effective instructional strategies and interventions aligned to student and school needs.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> 1. Instruction is focused on the Inner Core (identity, community, and relationships) and leverages research-based, culturally responsive practices to ensure the learning environment creates conditions needed for students to learn 2. Builds the capacity of staff to effectively implement a variety of instructional strategies that are research-based, rigorous, innovative, culturally responsive, and aligned to student needs 3. Consistently monitors the implementation of instructional strategies (e.g., via classroom observations, review of lesson plans, analysis of student work, etc.) and identifies strengths and opportunities for improvement 4. Feedback to instructional staff comes from a variety of approaches, including a mix of non-evaluative observations and REACH observations 5. Ensures alignment of SEL/Student Support Interventions to students' needs 	<p>Meets criteria for proficient and expands impact by:</p> <ol style="list-style-type: none"> 1) <i>Building capacity of school staff:</i> Develops the leadership capacity of staff such that effective practices that drive school improvement are in-place through distributed leadership structures. 2) <i>Building capacity of peers:</i> Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Network or District level. 3) <i>Demonstrates distinguished quality</i> such that an aspect of practice or a system/structure aligned to this component can be considered a model for the Network or District. <p>For example:</p> <ul style="list-style-type: none"> • Created a system (including scheduling for common planning time and protocols for meetings) that teacher leaders use to guide collaborative inquiry processes in which teachers designed and tested new instructional strategies. Leveraged teacher leaders' expertise about the school's focus on performing arts to find innovative approaches to providing individualized intervention services. System includes a peer observation component and training for teachers to provide meaningful feedback to each other.
c. Balanced Assessment Systems	<p>Does not implement use of quality assessments and disaggregation of data; instructional decisions are not equitable and do not meet student needs.</p>	<p>Inconsistently implements use of quality assessments and disaggregation of data; instructional decisions are sometimes equitable and meet the needs of some students.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> 1. Assessments culture inconsistently provides stakeholders with high-quality evidence of student learning. Data sometimes advances achievement, access, and opportunity for students 	<p>Oversees the implementation of a balanced assessment system that measures the depth and breadth of student learning, monitors progress towards college and career readiness, and produces actionable data to inform planning for instruction, academic supports, and resource allocation.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> 1. Establishes a positive assessment culture that empowers educators, students, families, and community members with high-quality evidence of student learning to advance achievement, access, and opportunity 	<p>Meets criteria for proficient and expands impact by:</p> <ol style="list-style-type: none"> 1) <i>Building capacity of school staff:</i> Develops the leadership capacity of staff such that effective practices that drive school improvement are in-place through distributed leadership structures. 2) <i>Building capacity of peers:</i> Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Network or District level. 3) <i>Demonstrates distinguished quality</i> such that an aspect of practice or a system/structure aligned to this

		<p>2. Staff is somewhat engaged in the development of a balanced assessment system; the system is somewhat consistent with CPS balanced assessment framework</p> <p>3. Students are inconsistently engaged with appropriate assessments</p> <p>4. Assessment administration practices are inconsistent and sometimes generate valid and trustworthy results</p> <p>5. Assessment analysis practices are inconsistent across school teams</p>	<p>for all students</p> <p>2. Engages staff in the development and implementation of a balanced system of assessments consistent with the CPS balanced assessment framework</p> <p>3. Ensures educators engage all students with grade-level, culturally responsive assessments and assessment for learning practices</p> <p>4. Ensures educators employ student-supportive assessment administration practices to generate valid and trustworthy assessment results</p> <p>5. Ensures coherence in the regular analysis of assessment results across school teams to guide equity-focused improvement efforts anchored in targeted universalism</p>	<p>component can be considered a model for the Network or District.</p> <p>For example:</p> <ul style="list-style-type: none"> School implemented common unit assessments across each grade level and content area, with established protocols for analyzing and planning from results. The protocol included spaces for analyzing data through a targeted universalist lens, as well as an opportunity to improve the cultural relevance/responsiveness of the assessment. School teams triangulated assessment content and assessment results with rigor walk data to understand whether the assessments and daily instruction were preparing students to be successful with the depth and breadth of the standards. The aggregated results of these teacher team analysis and planning sessions were included in the ILT's continuous improvement processes, with targeted feedback provided to teams for deepening their practice.
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3. Climate & Culture: Ensures that organizational norms, routines and systems equitably promote the students' intellectual, social and emotional development

<p>a. Family & community engagement</p>	<p>Does not foster relationships with families, local school committees, and community members. Does not leverage family and community assets, and does not help students and families own and contribute to school's goals.</p>	<p>Somewhat fosters relationships with families, local school committees, and community members. Inconsistently leverages family and community assets, and helps some students and families own and contribute to school's goals.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> Somewhat fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate Somewhat shows varied perspectives of students, family and community are influential and valued Somewhat leverages (or encourages staff to leverage) family and community assets when designing learning projects Sometimes uses multiple strategies (and languages) to communicate with families and community aligned with cultural preferences and norms 	<p>Proactively fosters relationships with families, local school committees, and community members. Leverages family and community assets, and helps students and families own and contribute to school's goals.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> Fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate Actions demonstrate that varied perspectives of students, family and community are influential and valued Encourages staff to leverage family and community assets when designing learning projects Uses multiple strategies (and languages when appropriate) to communicate with families and community aligned with cultural preferences and norms Collaborates with families to 	<p>Meets criteria for proficient and expands impact by:</p> <ol style="list-style-type: none"> <i>Building capacity of school staff:</i> Develops the leadership capacity of staff such that effective practices that drive school improvement are in-place through distributed leadership structures. <i>Building capacity of peers:</i> Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Network or District level. <i>Demonstrates distinguished quality</i> such that an aspect of practice or a system/structure aligned to this component can be considered a model for the Network or District. <p>For example:</p> <ul style="list-style-type: none"> Invited to share family and community engagement work at network meetings or other
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		<ol style="list-style-type: none"> Inconsistently collaborates with families to understand and advocate for the needs of every student (especially historically marginalized students) Sometimes empowers families to be engaged partners in their student's learning (e.g., organizes exhibitions of student work to maximize family engagement) Somewhat empowers students to drive family and community engagement (e.g., institute student-led conferences, co-planning family projects/events) 	<p>understand and advocate for the needs of every student (especially historically marginalized students)</p> <ol style="list-style-type: none"> Empowers families to be engaged partners in their student's learning (e.g., organizes exhibitions of student work to maximize family engagement) Empowers students to drive family and community engagement (e.g. instituting student-led conferences, co-planning family projects/events) 	<p>development meetings or conferences.</p> <ul style="list-style-type: none"> Leads a major effort in response to families and community members (e.g., shepherds application and conversion of school to provide specialty programming). Advocates for a major change in district or state policy on behalf of needs of families and community members (e.g., changes to district-wide calendar because it conflicts with a religious holiday celebrated by families).
b. Connectedness & wellbeing	School climate does not promote social, emotional and physical health and does not ensure the safety, positive behavior, and well-being of students, staff and self.	<p>School climate inconsistently promotes social, emotional and physical health and sometimes ensures the safety, positive behavior, and well-being of some students, staff and self.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> Somewhat develops staff capacity to create a positive school climate aligned to the Illinois Social-Emotional Learning Standards Somewhat models SEL skills, particularly self-awareness and self care Somewhat demonstrates ability to perceive and understand emotions of others and adapt accordingly Somewhat identifies and affirms own/others cultural beliefs and values Sometimes seeks to understand the varied identities and values of students and staff Somewhat ensures the environment, policies, language, and practices within the school affirm the identities and cultures of students and staff Inconsistently uses a variety of assessments to gauge the SEL skills of students and uses that data to develop additional curriculum and supports Sometimes develops clear expectations for student conduct based on the school's values and beliefs and identifies clear and consistent consequences Inconsistently ensures adults understand their role in implementing restorative protocols 	<p>Creates a school climate that promotes social, emotional and physical health and ensures the safety, positive behavior, and well-being of all students, staff and self.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> Develops staff capacity to create a positive school climate aligned to the Illinois Social-Emotional Learning Standards Models SEL skills, particularly self-awareness and self care Demonstrates ability to perceive and understand emotions of others and adapt accordingly Identifies and affirms own/others cultural beliefs and values Continually seeks to understand the varied identities and values of students and staff Ensures the environment, policies, language, and practices within the school affirm the identities and cultures of students and staff Uses a variety of data to gauge the SEL skills of students and uses that data to develop additional curriculum and supports. Develops clear expectations for student conduct and establishes clear and consistent consequences Ensures that every adult understands their role in implementing restorative protocols and that they are consistently implemented 	<p>Meets criteria for proficient and expands impact by:</p> <ol style="list-style-type: none"> <i>Building capacity of school staff:</i> Develops the leadership capacity of staff such that effective practices that drive school improvement are in-place through distributed leadership structures. <i>Building capacity of peers:</i> Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Network or District level. <i>Demonstrates distinguished quality</i> such that an aspect of practice or a system/structure aligned to this component can be considered a model for the Network or District. <p>For example:</p> <ul style="list-style-type: none"> Led teachers in a collaborative process to identify routines for embedding mindfulness into schoolwide and classroom routines. Leveraged ideas from immigrant students, explicitly affirming the value of those practices. Led school-wide process to identify school values aligned with SEL standards and cultural values of community. Empowered staff to identify strategies for teaching and reinforcing those values (e.g., through assemblies focused on a different value each month, stamps carried by every staff member to stamp student hands when they demonstrated the values, etc.).

c. Systems & structures	Organizes and manages school logistics (communication, scheduling, space, procedures, etc.) that do not accomplish school goals and/or does not create a positive, inclusive school culture.	<p>Organizes and manages school logistics (communication, scheduling, space, procedures, etc.) that inconsistently accomplish school goals and sometimes create a positive, inclusive school culture.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> 1. Communications protocols are inconsistent, resulting in a lack of clarity among critical stakeholders (staff, students, families) regarding school programming 2. Use of space is inconsistently scheduled, resulting in inefficient or inequitable use of facilities 3. Supervises facilities and materials in a manner that sometimes enhances student learning 4. Creates schedules and procedures (e.g., for class transitions, dismissal, recess, etc.) that inconsistently ensure student safety and are responsive to student needs 5. Provides inconsistent time for staff to collaborate and plan 	<p>Effectively organizes and manages school logistics (communication, scheduling, space, procedures, etc.) to accomplish school goals and create a positive, inclusive school culture.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> 1. Creates effective, consistent, culturally responsive communications protocols that result in stakeholders having a clear understanding of school events and practices 2. Organizes space equitably and in response to student needs, resulting in efficient use of facilities 3. Supervises facilities and materials in a manner that enhances student learning 4. Creates schedules and procedures (e.g., for class transitions, dismissal, recess, etc.) that ensure student safety and are responsive to student needs 5. Builds systems and structures to ensure staff is afforded time for collaboration and planning 	<p>Meets criteria for proficient and expands impact by:</p> <ol style="list-style-type: none"> 1) <i>Building capacity of school staff:</i> Develops the leadership capacity of staff such that effective practices that drive school improvement are in-place through distributed leadership structures. 2) <i>Building capacity of peers:</i> Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Network or District level. 3) <i>Demonstrates distinguished quality</i> such that an aspect of practice or a system/structure aligned to this component can be considered a model for the Network or District. <p>For example:</p> <ul style="list-style-type: none"> • Worked with a diverse committee of parents to improve parent communication strategies that are inclusive of how all parents, including traditionally marginalized groups, best receive information. Identified new strategies such as scanning all parent communication materials sent home in a "Wednesday folder" used schoolwide. Added a QR code where parents can access translated versions of materials. In addition to the "Wednesday folder," a Wednesday email is sent so parents living in separate households can access materials.
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4. Talent: Ensures identification, development and retention of diverse talent and cultivates leadership

a. Development & evaluation	Does not provide opportunities and structures for continuous growth of staff and self. Does not ensure equitable access to training, coaching, and/or other developmental resources. Does not provide fair assessments and/or timely feedback to inform improvement.	<p>Sometimes provides opportunities and structures for continuous growth of staff and self. Equitable access to training, coaching, and/or other developmental resources is inconsistent. Inconsistently provides fair assessments of performance and sometimes includes timely feedback to inform improvement.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> 1. Adult learning structures are somewhat effective for some staff members 	<p>Creates opportunities and structures for continuous growth of staff and self by ensuring they have equitable access to training, coaching, and/or other developmental resources. Provides fair assessments of performance including timely feedback to inform improvement.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> 1. Creates consistent, cohesive, differentiated structures for adult learning and ensures equitable access 	<p>Meets criteria for proficient and expands impact by:</p> <ol style="list-style-type: none"> 1) <i>Building capacity of school staff:</i> Develops the leadership capacity of staff such that effective practices that drive school improvement are in-place through distributed leadership structures. 2) <i>Building capacity of peers:</i> Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Network or District level.
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		<ol style="list-style-type: none"> Inconsistently acknowledges opportunities for personal growth and development Inconsistently conducts non-evaluative classroom visits and inconsistently provides feedback Pacing of observations is inconsistent and does not allow for proper implementation and follow up REACH and ESP observations inconsistently follow best practices. Somewhat removes bias from evaluation process Somewhat builds a culture of continuous growth. Inconsistently celebrates growth and sometimes engaging in courageous conversations 	<p>for all staff members</p> <ol style="list-style-type: none"> Models a transparent culture of adult learning by openly discussing opportunities for self-growth and development Regularly conducts non-evaluative classroom visits to observe practice and provide feedback to encourage growth and development Ensures proper pacing of REACH and ESP observations including implementation of feedback Conducts REACH and ESP observations in accordance with best practices. Ensures that the evaluation process is free of biases Builds culture of continuous improvement by celebrating growth/improvement and consistently engaging in courageous conversations to address areas of under-performance 	<ol style="list-style-type: none"> <i>Demonstrates distinguished quality</i> such that an aspect of practice or a system/structure aligned to this component can be considered a model for the Network or District. <p>For example:</p> <ul style="list-style-type: none"> Schedules 1-1 conversations with each staff member to create a professional development plan to better understand their career aspirations and to brainstorm strategies for developing particular skills. All staff know how to access professional development related to their goals, and receive useful feedback on their practice.
b. Professional culture & retention	Does not create a professional culture in which staff feel valued, respected and want to stay and contribute to the school's goals.	<p>Creates a professional culture in which some staff feel valued, respected and want to stay and contribute to the school's goals.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> Inconsistently creates a culture of high expectations for adult performance Builds somewhat trusting relationships with and among staff Somewhat builds shared purpose and bonds of trust as a foundation for collective action Sometimes seeks to understand and accommodate individual staff needs and preferences Inconsistently conveys care and appreciation (e.g., calling to check in on a staff member who is sick, etc.) Retention strategy is inconsistently or ineffectively implemented Sometimes shows interest in learning about staff and their career aspirations Somewhat includes staff in recruitment, interview, and hiring process; may show evidence of bias during the selection process 	<p>Creates a collaborative professional culture in which staff of all backgrounds feel valued, respected and want to stay and contribute to the school's goals.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> Creates a culture of high expectations for adult performance accompanied by high levels of support to encourage growth and development Builds trusting relationships with and among staff (e.g., provides opportunities for staff to build school culture and drive positive systems and structures for engagement, etc.) Clearly defines shared purpose and bonds of trust as a foundation for collective impact Seeks to understand and accommodate individual staff needs and preferences Conveys care and appreciation for all team members (e.g., calling to check in on a staff member who is sick, etc.) Implements a retention strategy that includes holding Stay Conversations; prioritizes retaining staff based on effectiveness Understands strengths and interests of staff members by hosting informal conversations to explore their career aspirations 	<p>Meets criteria for proficient and expands impact by:</p> <ol style="list-style-type: none"> <i>Building capacity of school staff:</i> Develops the leadership capacity of staff such that effective practices that drive school improvement are in-place through distributed leadership structures. <i>Building capacity of peers:</i> Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Network or District level. <i>Demonstrates distinguished quality</i> such that an aspect of practice or a system/structure aligned to this component can be considered a model for the Network or District. <p>For example:</p> <ul style="list-style-type: none"> Begins each year with a series of staff events, which change each year depending on staff availability and preferences, to engage in ice-breaker type activities, build relationships, and trust. Models and encourages staff to demonstrate care by asking at least one colleague about personal life (e.g., how was your weekend) but also honoring when staff do not want to share. Empowers a care committee that partners with parents to

			8. Collaboratively engages staff in creating and executing equitable and transparent recruitment and interview processes. Recognizes and reduces bias in the selection process	celebrate staff birthdays, send get-well cards, etc.
c. Distributed Leadership	Does not create and/or support effective teams, does not distribute leadership roles and responsibilities, inequitably develops leadership capacity of staff.	<p>Inconsistently engages in creating and supporting teams, sometimes distributes leadership roles and responsibilities, and develops leadership capacity of some staff.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> 1. Establishes a variety of leadership teams and inconsistently ensures there is time and space for teams to collaborate and plan. Inconsistently releases control to teams to drive improvements 2. Somewhat ensures equitable access for staff to develop leadership skills through stretch assignments, additional 1-1 coaching, and encouraging staff to take on informal and/or formal leadership roles 3. Sometimes shares power by being open to critique, being responsive to voices of others, and finding opportunities for shared leadership in decision-making 4. Builds a collaborative team-oriented culture that is inconsistently effective 5. Inconsistently moves staff into leadership roles 	<p>Creates and supports effective teams, consistently distributing leadership roles and responsibilities, and develops staff leadership capacity in a manner that results in improvements to academic and operational performance.</p> <p><i>Critical Attributes:</i></p> <ol style="list-style-type: none"> 1. Establishes a variety of teams to drive school improvement and ensures there is time and space for the teams to collaborate and plan. Ensures the teams are set up for success and gradually releases responsibilities allowing teams to drive improvements 2. Ensures equitable access for staff to develop leadership skills through stretch assignments, additional 1-1 coaching, and encouraging staff to take on informal and/or formal leadership roles 3. Shares power by being open to critique, being responsive to voices of others, and establishing consistent opportunities for shared leadership in decision-making 4. Builds a high-functioning, collaborative, team-oriented culture (e.g., establishing shared goals and norms; creating systems for effective communication and collaboration) that shows consistent results 5. Moves staff into leadership roles when they are ready and interested 	<p>Meets criteria for proficient and expands impact by:</p> <ol style="list-style-type: none"> 1) <i>Building capacity of school staff:</i> Develops the leadership capacity of staff such that effective practices that drive school improvement are in-place through distributed leadership structures. 2) <i>Building capacity of peers:</i> Supports development of school leaders from other buildings by mentoring or leading learning opportunities at the Network or District level. 3) <i>Demonstrates distinguished quality</i> such that an aspect of practice or a system/structure aligned to this component can be considered a model for the Network or District. <p>For example:</p> <ul style="list-style-type: none"> Created a "We all lead" initiative that identifies a leadership role for every staff member and student. Explicitly sets expectations that all staff and students will take on leadership roles. Roles are explicitly defined for staff and students, and the responsibilities rotate so that everyone has a chance to practice and receive feedback on those roles.