Massachusetts Model System for Educator Evaluation

SUPERINTENDENT AND DISTRICT ADMINISTRATOR RUBRIC

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Superintendent and District Administrator Rubric

Rubrics—defined in the regulations as "scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance" (603 CMR 35.02) —are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall.

Structure of the Model Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for administrators: *Instructional Leadership; Management and Operations; Family and Community Engagement;* and *Professional Culture.*
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are six Indicators in Standard I of the Superintendent rubric, including *Curriculum, Instruction,* and *Evaluation*.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory, Needs Improvement, Proficient, or Exemplary*.

Use of the Superintendent and District Level Administrator Rubric

This rubric describes administrative leadership practice at the district level. It is intended to be used throughout the 5 step evaluation cycle for the evaluation of the superintendent. This rubric can also be used by the superintendent for the evaluation of other district level administrators, such as assistant superintendents, directors of curriculum and instruction, school business administrators, and directors of special education.

The responsibilities of administrators to whom this rubric will be applied may vary. DESE encourages administrators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators that are aligned to his/her professional practice, student learning, and district and/or school improvement goals. There are many ways to emphasize these components throughout the evaluation cycle. For example, focus Indicators can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. The expectation is that by the end of the evaluation cycle, administrators and school committees/evaluators have gathered and shared a reasonable amount of evidence related to Indicators in all four Standards, sufficient to support a rating for each Standard. Evaluators may request additional evidence as needed.

Superintendent and District Administrator Rubric

Priorities of a District Leader for Improving Learning for all Students

- **ENSURING SYSTEMS ALIGNMENT AND COHERENCE**. An effective district leader establishes high-functioning systems that work together in support of the district's vision. These systems include data and measurement systems, hiring and recruitment processes, talent development and professional learning systems, curriculum and instruction supports, etc. When these systems are coherent and aligned with the district's vision and goals, school leaders are better positioned to execute their responsibilities in support of student learning. The model rubrics represent this coherence through the vertical alignment from classroom teacher rubric to school level administrator rubric to superintendent/district administrator rubric.
- **EMPOWERING PRINCIPALS and OTHER DISTRICT ADMINISTRATORS**. An effective district leader builds the capacity of school leaders and district administrators to enact the district's vision and its commitment to students. In order to do this well, the superintendent must first have the knowledge, skills, commitment, beliefs, and authority to make critical decisions on behalf of students and staff. They then model these skills through the provision of consistent, high quality feedback to school and district leaders on their leadership practice, and empower them to be successful administrative leaders. Empowering others is the highest form of leadership; as such, the term "empowers" is often noted in the 'Exemplary" descriptors in this rubric.
- **LEADING WITH A COMMITMENT TO EQUITY**. An effective superintendent creates inclusive, multicultural school environments for adults and children and demands equally high outcomes for all participants in the educational system. Leading with a commitment to equity means challenging the predictability of success or failure that currently correlates with any social or cultural factor through the disruption of inequitable practices; the examination of biases; and the discovery and cultivation of the unique gifts, talents and interests that every human possesses.[1] The model rubric denotes a superintendent's responsibility to equity in references to "all students," a commitment to data-informed decisionmaking, and the emphasis on culturally responsive teaching and leading.

Definitions of terms used frequently in this document

"All students": Given that some student groups have been historically underserved, and that any student can be particularly "vulnerable" at any moment in time, it is important to consider practices and outcomes beyond the aggregate to ensure that all students are challenged and supported to learn and grow. The phrase "all" in this document refers to equity for and attention to students from all backgrounds and identities and experiences. These include but are not limited to all races and ethnicities, all genders and gender identities, all sexual orientations, all disabilities, all nationalities, all types of citizenship or immigration status, all religions, all family structures, all family housing situations, all medical/health needs, and all traumatic experiences.

"Disaggregated student data": Disaggregated student data refers to aggregate student data that is broken down into smaller parts in order to learn about the performance, opportunities, and outcomes of specific student populations; for example, schools, grade levels, and student groups.

"Equity": Educational equity means that all students have access to the educational resources, opportunities, and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income to meet high expectations for cognitive, behavioral, and social-emotional growth and development.[2]

"Student group": Any group of students who share similar characteristics, such as racial or ethnic identification, gender identification, socioeconomic status, physical or learning disabilities, or language skills.[3] This includes, but is not limited to, the groups of students for which DESE issues annual performance determinations.

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[1] Adapted from the National Equity Project's definition of "educational equity"
[2] Adapted from Leading for Equity: Opportunities for State Education Chiefs and National Equity project
[3] Adapted from EdGlossary.org

Superintendent and District Administrator Rubric

STANDARD I: Instructional Leadership	STANDARD II: Management and Operations	STANDARD III: Family and Community Engagement	STANDARD IV: Professional Culture
A. Curriculum Indicator 1. Standards-Based Unit and Lesson Support	**A.** Environment 1. Plans, Procedures, and Routines 2. Operational Systems 3. Social and Emotional Well-Being 4. Student Health and Safety	**A.** Engagement Indicator 1. Family Engagement 2. Community and Stakeholder Engagement	**A.** Commitment to High Standards Indicator 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
B. Instruction Indicator 1. Student Engagement 2. Quality of Effort & Work 3. Meeting Diverse Needs	**B.** Human Resources Management and Development Indicator 1. Recruitment and Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies	**B.** Sharing Responsibility Indicator 1. Student Support 2. Family Support	**B.** Cultural Proficiency Indicator 1. Policies and Practices
C. Assessment Indicator 1. Variety of Assessment Methods 2. Adjustments to Practice	**C.** Scheduling and Management Information Systems Indicator 1. Time for Teaching and Learning 2. Time for Collaboration	**C.** Communication Indicator 1. Culturally Proficient Communication	**C.** Communications Indicator 1. Communication Skills
D. Evaluation Indicator 1. Educator Goals 2. Student Learning Measures 3. Observations and Feedback 4. Performance Ratings	**D.** Law, Ethics, and Policies Indicator 1. Laws and Policies 2. Ethical Behavior	**D.** Family Concerns Indicator 1. Family Concerns	**D.** Continuous Learning Indicator 1. Continuous Learning of Staff 2. Continuous Learning of Administrator
E. Data-Informed Decision-Making Indicator 1. Data-Informed Decision Making 2. Plans and Goals	**E.** Fiscal Systems Indicator 1. Fiscal Systems		**E.** Shared Vision Indicator 1. Shared Vision Development
F. Student Learning Indicator			**F.** Managing Conflict Indicator 1. Response to Disagreement and Conflict Resolution 2. Consensus Building

STANDARD I: Instructional Leadership

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Indicator I-A. Curriculum

Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary[4]
I-A-1. Standards-Based Unit and Lesson Support	Does not support administrators to ensure the implementation of standards-based units of instruction (e.g., fails to provide adequate resources or training).	Provides limited or inconsistent support to administrators to ensure the implementation of standards-based units comprised of well-structured lessons, or does not regularly monitor or assess implementation.	Supports administrators to ensure that instructional staff adapt as needed and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Monitors and assesses progress, providing feedback as necessary.	Empowers administrators to ensure all instructional staff collaboratively plan, adapt as needed, and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Continually monitors and assesses progress, provides feedback, and connects administrators to additional supports as needed. Models this practice for others.

[4]Exemplary practice in many elements includes the expectation that an educator model the practice for other educators. Modeling can occur in formal and informal ways, including but not limited to training, teaching, coaching, assisting, sharing, and/or demonstrating good practice. Where and when this expectation is appropriate, this level of expertise is denoted by "Models this practice for others."

Superintendent and District Administrator Rubric

Indicator I-B. Instruction

Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Student Engagement	Does not look for evidence of or cannot accurately identify ways that principals identify effective teaching strategies that motivate and engage students.	While observing principal practice and artifacts, occasionally looks for evidence or provides feedback to ensure that principals are identifying effective instructional practices that motivate and engage students.	While observing principal practice and artifacts, regularly provides feedback to ensure that principals are identifying and promoting a variety of effective, high-leverage instructional practices that are likely to motivate and engage most students.	While observing principal practice and artifacts and providing high quality feedback, ensures that all principals are identifying and promoting the use of high-leverage instructional practices that motivate and engage all students. Models this practice for others.
I-B-2. Quality of Effort and Work	Does not set expectations for the content and quality of instruction and student work, or the effort required to produce it; or establishes inappropriately low expectations.	Sets high expectations for the content and quality of instruction and student work district-wide, and the effort required to produce it, but allows expectations to be inconsistently applied across the district; may allow inappropriately low expectations for quality of instruction and/or student work.	Sets and models high expectations for the content and quality of instruction and student work district-wide, and the perseverance and effort required to produce it; supports all administrators and instructional staff to consistently uphold these expectations for all students.	Sets and models high expectations for the content and quality of instruction and student work district-wide, and the perseverance required to meet these expectations, such that all administrators and instructional staff are empowered to do the same for their students.
I-B-3. Meeting Diverse Needs	Does not look for evidence of or cannot accurately identify ways that principals identify appropriate inclusive teaching practices that meet the diverse learning needs of all students.	While observing principal practice and artifacts, occasionally looks for evidence or provides feedback to ensure that principals are identifying appropriate inclusive teaching practices that meet the diverse learning needs of all students.	While observing principal practice and artifacts, regularly provides feedback to ensure that principals are identifying and promoting appropriate inclusive teaching practices that meet the diverse learning needs of all students.	While observing principal practice and artifacts and providing high quality feedback, ensures that all principals know and consistently identify appropriate inclusive teaching practices that meet the diverse learning needs of all students. Models this practice for others.

Superintendent and District Administrator Rubric

Indicator I-C. Assessment

Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessment Methods	Does not set expectations around or ensure the use of a variety of assessment methods, leaving it up to principals and administrators to design and implement their own strategies.	Encourages principals and administrators to use a variety of informal and/or formal assessment methods and suggests coordination within buildings or departments; but does not monitor assessment use, allowing insufficient alignment to content and rigor, or lack of coherence across grade levels and subject areas.	Ensures that all principals and administrators use a variety of formal and informal assessment methods to measure each student's learning, growth, and progress toward achieving state/local standards. Monitors assessment use throughout the district for alignment to content and grade-level standards, and coherence across grade levels and subject areas.	Empowers teams of administrators and instructional staff to use a comprehensive system of informal and formal assessment methods to measure each student's learning, growth, and progress toward achieving state/local standards. Monitors assessment use throughout the district to ensure alignment to content and grade level standards, and coherence across grade levels and subject areas. Models this practice for others.
I-C-2. Adjustments to Practice	Does not encourage principals and administrators to facilitate the use of assessment data by instructional staff to support adjustments to practice and identify appropriate interventions.	Encourages principals and administrators to facilitate the use of assessment data by instructional staff to support adjustments to practice and identify appropriate interventions, but inconsistently monitors this practice.	Ensures that all principals and administrators facilitate practices that propel instructional personnel to (a) disaggregate and analyze results from a variety of assessments to determine progress toward anticipated student learning outcomes, and (b) use findings to adjust practice and implement appropriate interventions and enhancements for student learning. Provides feedback and monitors administrators' efforts and successes in this area.	Empowers teams of administrators and instructional personnel to (a) analyze disaggregated results from a variety of assessments to determine progress toward anticipated student learning outcomes, and (b) use findings to adjust instructional practice and implement appropriate interventions and enhancements for students. Provides feedback and monitors administrators' efforts and successes in this area. Models this practice for others.

Superintendent and District Administrator Rubric

Indicator I-D. Evaluation

Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support administrators to develop professional practice, student learning and/or district/ school improvement goals, review the goals for quality, or support administrators in attaining goals.	Supports administrators and administrator teams to develop professional practice, student learning and, where appropriate, district/ school improvement goals, but does not consistently review them for quality or monitor progress.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals. Reviews goals for quality and supports progress.	Consistently supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning and district/school improvement goals. Facilitates their progress through a variety of methods and shares best practices and success with the district community. Models this process through the superintendent's own evaluation process and goals.
I-D-2. Student Learning Measures	Supports fewer than half of administrators in the identification of appropriate measures and anticipated student learning gains for use in the evaluation process.	Supports most administrators to identify appropriate measures during development of the Educator Plan, as well as anticipated student learning gains for those measures, but does not consistently review measures for quality or relevance.	Supports all administrators to identify appropriate measures of student learning during development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures. Encourages alignment to school and district learning goals. Regularly monitors and reviews measures for quality and relevance.	Supports all administrators to identify and evaluate appropriate measures of student learning during the development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures. Ensures that measures align to school and district learning goals, and provides clear next steps for improving quality of measures when necessary. Models this process through the leader's own evaluation.

Superintendent and District Administrator Rubric

Indicator I-D. Evaluation

Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-3. Observations and Feedback	Observes administrators only through informal visits and/or does not provide clear feedback to administrators who are not performing proficiently.	Makes infrequent visits to schools to observe administrator practice, rarely provides feedback that is specific, timely, or actionable, and/or critiques struggling administrators without providing support to improve their performance.	Makes multiple visits to each school to observe administrator practice, and provides quality feedback (specific, timely, actionable) that reinforces effective practice and provides clear next steps and support for improvement.	Regularly visits every school throughout the year to observe administrator practice and provide quality feedback (specific, timely, actionable). Regularly engages with administrators in conversations to reinforce effective practice, and provides clear next steps and support for improvement, as well as subsequent monitoring and follow up observation. Celebrates and shares effective practices and strategies with others. Models this practice for others.
I-D-4. Performance Ratings	Assigns performance ratings based on insufficient or inappropriate evidence related to the Standards of Effective Administrative Leadership; and/or does not assign ratings for some administrators.	Assigns performance ratings that reflect evidence of practice related to the Standards of Effective Administrative Leadership, but evidence is incomplete or insufficient for some administrators, and/or the process is not consistently transparent to administrators.	Uses sound and reliable judgment to assign performance ratings related to the Standards of Effective Administrative Leadership for all administrators that reflect evidence of practice, impact on student learning, feedback from staff, and goal attainment; ensures that administrators understand why they received their ratings, and provides clear next steps to further develop their leadership practice.	Exercises sound and reliable judgment in assigning performance ratings related to the Standards of Effective Administrative Leadership for all administrators that reflect evidence of practice, impact on student learning, feedback from staff, and goal attainment. Ensures that administrators understand in detail why they received their ratings, provides clear next steps to further develop their leadership practice, and monitors implementation of those strategies over time. Regularly calibrates judgments of practice with other district administrators to ensure consistency of ratings across the district. Models this practice for others.

Superintendent and District Administrator Rubric

Indicator I-E. Data-Informed Decision Making

Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Data-Informed Decision Making	Relies on too few data sources to represent the full picture of school or district performance, or does not analyze the data sufficiently or accurately when making decisions.	Identifies multiple sources of evidence related to student learning to assess the district's strengths and areas for improvement, but these data are not comprehensive and/or analysis is insufficient or inaccurate. Uses appropriate data to make some but not all decisions related to organizational performance, educator effectiveness, or student learning.	Uses multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, and district culture and climate information, to assess and communicate the district's strengths and areas for improvement. Relies on disaggregated data to make decisions related to organizational performance, educator effectiveness, and student learning.	Leads administrator teams in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, district culture and climate information, as well as other information that offers a unique perspective on school and district performance, to assess and communicate the district's strengths and areas for improvement. Relies on disaggregated data to make decisions about and monitor progress in organizational performance, educator effectiveness, and student learning. Models this practice for others.

Superintendent and District Administrator Rubric

Indicator I-E. Data-Informed Decision Making

Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-2. Plans and Goals	Gathers limited information on school and district strengths and weaknesses and writes district and annual action plans that lack data-informed goals.	Assesses school and district strengths and weaknesses using data that are not carefully analyzed, and/or writes district and annual action plans that lack focused or measurable goals.	Involves stakeholders in creating district improvement and annual action plans comprised of focused, measurable goals informed by evidence-based assessments of organizational performance, educator effectiveness, and the growth, learning, and achievement of all students. Regularly monitors and shares progress with the community. Supports principals to align school improvement goals to district plans and goals.	Facilitates stakeholder involvement in the creation of district improvement and annual action plans comprised of measurable, results-oriented goals informed by evidence-based assessments of organizational performance, educator effectiveness, and the growth, learning, and achievement of all students. Empowers principals to contribute their voice, ownership, and leadership in these plans and goals, and to develop and implement similarly robust and aligned school plans and goals. Regularly monitors and shares progress with the community.

Superintendent and District Administrator Rubric

Indicator I-F. Student Learning

Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.

The model rubrics describe *educator practice* and provide clear criteria across four performance levels that focus on the educator's actions and behaviors.

The Student Learning Indicator is about the *impact of those actions relative to student learning*. Did students learn as much as educators set out to teach?

For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator(s) when determining a performance rating for Standard I. Because evaluators are not required to make a rating determination for any individual Indicator, this allows them to consider evidence of impact alongside evidence of practice when determining a rating for Standard I. **There are no associated elements or performance descriptors for the Student Learning Indicator**.

Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan. For superintendents and other district leaders, multiple measures of student learning might include (but should not be limited to) statewide assessments, assessments from curricular materials used in multiple schools, district-created common assessments, or others measures that provide information about student learning across the district.

STANDARD II: Management and Operations

Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Indicator II-A. Environment

Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Plans, Procedures, and Routines	Does not organize the district effectively for orderly and efficient movement of students.	Ensures that some plans, procedures, and routines are in place across the district to promote orderly student entry, dismissal, meals, class transitions, assemblies, and recess, but these are inconsistent throughout the district.	Ensures that effective plans, procedures, and routines are in place across the district that promote orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.	Empowers administrators to develop and execute effective plans, procedures, and routines that result in orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.
II-A-2. Operational Systems	Fails to establish operational systems and processes to support auxiliary staff, such that schools and other buildings are not generally clean, attractive, welcoming, and/or safe.	Operational systems and processes for the support and supervision of auxiliary staff (e.g. custodial/maintenance workers, transportation staff, clerical and administrative assistants, food service workers) do not ensure that all schools and other buildings are consistently clean, attractive, welcoming, or safe.	Implements operational systems and processes for the effective support and supervision of auxiliary staff (e.g. custodial/maintenance workers, transportation staff, clerical and administrative assistants, food service workers) so that all schools and district buildings are clean, attractive, welcoming, and safe.	Implements operational systems and processes for the effective support and supervision of all auxiliary staff (e.g. custodial/maintenance workers, transportation staff, clerical and administrative assistants, food service workers), and cultivates a district-wide culture in which all staff take personal responsibility for keeping campuses clean, attractive, welcoming, and safe. Models this practice for others.

Superintendent and District Administrator Rubric

Indicator II-A. Environment

Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3. Social and Emotional Well-Being	Does not provide training, resources, or supports to administrators to cultivate learning environments that develop students' social and emotional well-being.	Encourages administrators to cultivate learning environments that develop social emotional competencies in students (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), but supports are inconsistent and/or insufficient.	Provides training and supports to administrators to cultivate learning environments that develop social emotional competencies in students (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making).	Cultivates a districtwide commitment to developing social emotional competencies in all students (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). Assesses progress using student and staff feedback and other data sources and makes adjustments as necessary. Models this practice for others.
II-A-3. Student Health and Safety	Allows disciplinary practices to vary from school to school; tolerates discipline violations, bullying, and other unsafe behaviors; and/or fails to ensure equitable decision-making policies or procedures related to student health and safety.	Encourages administrators to set high expectations for student behavior and establishes some district-wide policies and systems to support student health and safety, but allows varying standards to exist throughout the district. Does not monitor for consistency or check for implicit bias in decision-making procedures.	Sets high expectations for student behavior, and establishes district-wide routines, policies and systems that (a) foster safe and supportive school environments, and (b) prevent and address bullying and other unsafe behaviors. Regularly checks for implicit bias in decision-making procedures, and provides training for administrators to uphold these expectations.	Empowers administrators and instructional staff to set and uphold high expectations for student behavior, and ensures implementation of district-wide routines, policies, and systems that (a) foster safe and supportive school environments, (b) prevent and address bullying and other unsafe behaviors, and (c) create opportunities for students to take an active role in preventing behaviors that interfere with learning. Regularly monitors for and addresses implicit bias in decision-making procedures. Models this practice for others.

Superintendent and District Administrator Rubric

Indicator II-B. Human Resources Management and Development

Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Recruitment and Hiring Strategies	Does not successfully lead the district's recruitment and hiring process.	Oversees the district's recruitment and hiring process but does not ensure the consistent hiring of effective administrators and educators who meet the needs of the district's students.	Implements a cohesive approach to recruitment and hiring across the district; uses data to identify priority areas of need and anticipated vacancies; and involves stakeholders in the selection of school and district leaders. As a result, consistently identifies and hires effective administrators and educators who share the district's mission and increasingly reflect the diversity in backgrounds and identities across the Commonwealth to meet all students' needs. Supports principals to do the same.	Ensures a districtwide system for recruiting and hiring effective administrators and educators who share the district's mission and increasingly reflect the diversity in backgrounds, identities, and skills to meet the needs of the district's students. Uses data to identify priority areas of need, and proactively partners with preparation providers and other organizations to generate educator pipelines to fill vacancies as needed. Involves stakeholders in the selection of school and district leaders, and empowers principals and other faculty members to implement similarly cohesive hiring processes. Models this practice for others.

Superintendent and District Administrator Rubric

Indicator II-B. Human Resources Management and Development

Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new administrators, provide guidance to them to support educators, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Oversees some strategies to develop and retain effective educators, including induction programming for new educators and district-wide professional development programming; however induction and/or professional learning supports are not consistently implemented, high quality, or aligned with district goals. Does not establish robust criteria for the awarding of professional status, and/or support effective administrators' and educators' career growth.	Implements a cohesive, district-wide approach to the development and retention of effective educators through comprehensive induction supports for new administrators and teachers; robust criteria for the awarding of professional status; high-quality, job-embedded professional development aligned with school and district goals; and distributed leadership opportunities to support career growth.	Facilitates the administrator team in developing and implementing a cohesive, district-wide approach to developing and retaining effective educators inclusive of comprehensive induction programming for new administrators and teachers; job-embedded professional learning that (a) reinforces district goals, (b) results in high-quality and effective practice; robust criteria for awarding professional status; and formalized distributed leadership and career growth opportunities. Models this practice for others.

Superintendent and District Administrator Rubric

Indicator II-C. Scheduling and Management Information Systems

Uses systems to ensure optimal use of time for teaching, learning, and collaboration.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Time for Teaching and Learning	Does little to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff.	Generally acts to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, but does not monitor or assess efficacy of these systems.	Ensures that schedules, procedures and related systems across the district maximize student access to quality instructional time and minimize school day disruptions and distractions for all school-level staff; consistently monitors the extent to which these systems are effective.	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize access to quality instructional time for all students, and minimize disruptions and distractions for all school-level staff. Monitors effectiveness of these systems and makes adjustments based on data. Models this practice for others.
II-C-2. Time for Collaboration	Sets unrealistic expectations for collaboration if at all and/or does not provide adequate meeting time for administrators to collaborate. Does not establish norms for the administrator team meetings, allowing interruptions or time-wasting activities to occur.	Sets inconsistent expectations for administrator collaboration and/or provides inadequate or unreliable meeting time for administrators to collaborate around leadership practice. Norms for collaboration are unclear and/or not consistently practiced.	Sets expectations for regular collaboration among administrators, and promotes scheduling that ensures sufficient time for collaboration within and across schools. Establishes norms for effective collaboration, and prevents or deflects activities that may interfere. Supports principals to do the same for their teachers.	Establishes a culture of collaboration among administrators that drives leadership growth and development, and ensures scheduling that maximize time for administrator collaboration within and across schools. Prevents or deflects activities that interfere with meaningful collaboration. Ensures principals are doing the same for their teachers.

Superintendent and District Administrator Rubric

Indicator II-D. Law, Ethics, and Policies

Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies.	Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Provides the resources and support to ensure district-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Models this practice for others.
II-D-2. Ethical Behavior	Demonstrates poor professional judgment, fails to adhere to district code of ethics, /or does not adequately protect administrator, student, family, or staff confidentiality.	Sometimes demonstrates questionable professional judgment or insufficient knowledge of the district's existing code of ethics; and/or does not always protect administrator, student, family, and staff confidentiality appropriately.	Reliably demonstrates sound, professional judgment; adheres to district's existing code of ethics; protects administrator, student, family, and staff confidentiality appropriately; and expects all district personnel to do the same.	Models sound, professional judgment; adheres to district's existing code of ethics; protects administrator, student, family, and staff confidentiality appropriately; and effectively supports all staff to do the same.

Superintendent and District Administrator Rubric

Indicator II-E. Fiscal Systems

Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Fiscal Systems	Develops a budget that does not align with the district's goals or mismanages available resources. Does not communicate budget rationale to staff, community members, or other stakeholder groups.	Develops a budget that loosely aligns with the district's vision, mission, and goals, or inconsistently manages expenditures and available resources. Does not effectively communicate budget rationale to staff, community members and other stakeholder groups.	Develops a budget aligned with the district's vision, mission, and goals that addresses the needs of all students. Allocates and manages expenditures consistent with district/school-level goals and available resources, and effectively communicates budget rationale to staff, community members, and other stakeholder groups.	Leads the administrator team to develop a district budget aligned with the district's vision, mission, and goals that addresses the needs of all students; and effectively communicates budget rationale to staff, community members, and other stakeholder groups. Allocates and manages expenditures consistent with district/school-level goals; uses budget limitations to create new opportunities for improvement, when possible; and seeks alternate funding sources as needed. Models this practice for others.

STANDARD III: Family and Community Engagement

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Indicator III-A. Engagement

Welcomes and encourages every family to become active participants in the classroom and school community.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	Does little to welcome families as members of the district, classroom or school community, or tolerates an environment that is unwelcoming to some families.	May provide some resources and support and make some attempts to welcome families as members of the district, classroom and school community, but efforts are limited or insufficient.	Supports all personnel to use culturally responsive and collaborative practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English.	Ensures that all personnel to use culturally responsive and collaborative practices that engage all families to contribute to district, classroom, school, and community effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English. Models this practice for others.
III-A-2. Community and Stakeholder Engagement	Limits work to the immediate context of the schools. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to district effectiveness.	Engages some community organizations, community members, and/or businesses in limited ways but lacks a strategic rationale and/or does not make efforts to increase their involvement in district effectiveness.	Establishes strategic relationships with community organizations, community members, and businesses. Engages them to maximize community involvement in district effectiveness.	Establishes strategic partnerships with community organizations, community members, and businesses, and continually works to strengthen and/or expand partnerships in order to maximize involvement in district effectiveness. Empowers school leaders to do the same.

Superintendent and District Administrator Rubric

Indicator III-B. Sharing Responsibility

Continuously collaborates with families to support student learning and development both at home and at school.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Student Support	Does not work with administrators to support educators to identify student needs, does not work with administrators to support families to address student needs, and/or does not draw upon internal or external resources.	Asks administrators to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources.	Provides resources, professional development, and related supports to enable the identification of each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Supports administrators to collaborate with families to address student needs, utilizing resources within and outside of the district.	Provides resources, professional development, and related supports that ensure the identification of each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Empowers administrators to collaborate with families to effectively address student needs and prevent further challenges. Models this practice for others.
III-B-2. Family Support	Does not set clear expectations or support administrators or specialized support staff to engage families in district and school-based policies, resources, and routines that support student learning and development.	Sets general expectations and provides occasional support to administrators and specialized support staff to help families (a) engage in district and school-based policies, resources, and routines, and (b) access relevant support services, but does not consistently monitor these activities to ensure that student needs are being met.	Sets clear expectations for and supports administrators and specialized support staff to help families (a) understand district and school-based policies and resources that support student learning and development, and (b) access as needed necessary services within and outside of schools to meet students' learning needs. Monitors adherence to these policies district-wide.	Empowers administrators and specialized support staff to ensure that families (a) understand and engage in district and school-based policies and resources that support student learning and development, and (b) access as needed necessary services within and outside of schools to meet students' learning needs. Monitors these processes to ensure all student needs are being met.

Superintendent and District Administrator Rubric

Indicator III-C. Communication

Engages in regular, two-way, culturally proficient communication with families about student learning and performance.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Culturally Proficient Communication	Does not set clear expectations for or provide support to administrators regarding regular or culturally sensitive communication with families, and/or allows culturally insensitive, inappropriate, or disrespectful communications with families to occur. District communication regarding student learning and performance occurs primarily through school report cards.	May set expectations regarding regular, two-way, culturally proficient communications with families, but does not provide sufficient supports to administrators, and/or allows occasional communications that are culturally insensitive to some families' home language, culture, and values. District communication primarily occurs through school newsletters and other one-way media.	Sets clear expectations and supports administrators to provide regular, two-way, culturally proficient communications with families about student learning and performance. District-wide communications to families are provided in multiple formats and reflect understanding of and respect for different families' home languages, culture, and values.	Supports and empowers all administrators to engage in regular, two-way, culturally responsive communications with families about student learning and performance. District-wide communications with families are provided in multiple formats and respect and affirm different families' home language**s**, culture, and values.

Indicator III-D. Family Concerns

Addresses family concerns in an equitable, effective, and efficient manner.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family Concerns	Does not address most family concerns in a timely or effective manner, fails to provide systems or supports for administrators to do the same, and/or allows responses to be inconsistent or insufficient. Resolutions are often not in the best interest of students.	Ensures that most family concerns are addressed as they arise, but responsiveness is inconsistent across the district. Supports administrators to reach solutions to family concerns, but may not ensure equitable or transparent resolutions that are in the best interest of students.	Ensures that all family concerns are addressed in a timely and effective manner throughout the district, and supports administrators to seek equitable resolutions to both academic and non-academic concerns that (a) reflect relevant information from all parties including families, faculty, and staff, and (b) are in the best interest of students.	Ensures that all family concerns are addressed in a timely and effective manner throughout the district; empowers administrators to proactively respond as academic or non-academic concerns arise; and promotes collaborative problem solving processes informed by families, faculty, and staff that result in equitable solutions that are in the best interest of students. Models this practice for others.

STANDARD IV: Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Indicator IV-A. Commitment to High Standards

Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:

1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.
2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement with the administrator team, and/or may demonstrate low expectations for faculty and staff.	May ask administrators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support or model it.	Fosters and models a shared commitment to high standards of teaching and learning among all administrators, with high expectations for achievement for all students.	Leads administrators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Models this practice for others.
IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the district.	May develop or promote core values and mission statements but fails to secure administrator commitment and/or rarely uses them to guide decision making.	Develops and secures, and/or promotes staff and community commitment to core values that drive a succinct, results-oriented mission statement and ongoing decision making.	Collaborates with staff and community members to develop and secure and/or promote core values and an aligned mission, and to use them to guide decision making. Models this practice for others.
IV-A-3. Meetings	Leads administrator meetings that lack clear purpose and/or are primarily used for one-way informational updates.	Leads administrator meetings, the majority of which include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms.	Regularly plans and leads well-run and engaging administrator meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important district matters. Establishes clear norms for administrator team behavior that promote a supportive team culture.	Empowers administrators to share responsibility for leading team meetings that regularly engage participants in deliberations about important district matters, and foster collaborative learning and problem-solving around instructional leadership issues. Establishes and models behavior norms that reinforce a supportive team culture, and consistently evaluates the effectiveness of the administrator team meetings.

Indicator IV-B. Cultural Proficiency

Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support administrators and staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies are not culturally responsive; and/or provides limited resources for administrators to support the development of cultural proficiency.	Develops and implements culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Provides administrators with relevant resources to support them in building cultural responsive learning environments and a school culture that affirms individual differences.	Leads stakeholders to develop and implement culturally responsive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and support to build culturally responsive learning environments and collaborates with community members to create a culture that affirms individual differences. Models this practice for others.

Indicator IV-C. Communications

Demonstrates strong interpersonal, written, and verbal communication skills.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	Utilizes strong interpersonal, written, and verbal communication skills to consistently and effectively communicate with stakeholders.	Utilizes and models strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to effectively convey rationale and/or connections to district goals when communicating with others.

Superintendent and District Administrator Rubric

Indicator IV-D. Continuous Learning

Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Continuous Learning of Staff	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and staff.	May encourage administrators and teams to reflect on the effectiveness of instruction and student learning and use data and best practices to adapt practice, but does not support administrators in these practices.	Sets expectations for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning. Encourages and models curiosity and a growth mind-set, and ensures that all administrators use data, research, and best practices to adapt practice and plan appropriate interventions to achieve improved results.	Models for administrators how to be continually reflective about their practice. Fosters curiosity and a growth mindset, and empowers administrators to use data, research, and best practices to adapt practice to achieve improved results. Regularly convenes administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings.
IV-D-2. Continuous Learning of Administrator	Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on leadership practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	Using relevant data, research, and best practices, regularly reflects on and improves leadership practice, sets meaningful goals, and develops new approaches to improve the efficiency and practices of the district.	Demonstrates and models a commitment to continuous learning; regularly reflects on and improves leadership practice; and utilizes relevant student data, current research, and best practice to set meaningful goals and develop new approaches to improve overall district effectiveness.

Superintendent and District Administrator Rubric

Indicator IV-E. Shared Vision

Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become responsible citizens and community contributors.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Vision Development	Does not engage stakeholders in the creation of a shared educational vision, or the vision is limited as to be disconnected from college and career readiness, civic engagement, responsible citizenship, and/or community contributions.	Engages some administrators, staff, students, families, and community members in developing a shared educational vision focused on some aspects of student preparation for college and career readiness, civic engagement, responsible citizenship, and community contributions, but stakeholder engagement is limited or unrepresentative.	Continuously engages administrators, staff, students, families, and community members in developing a shared educational vision focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship.	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around student preparation for college and careers, civic engagement, community contributions, and responsible citizenship. Models this practice for others.

Superintendent and District Administrator Rubric

Indicator IV-F. Managing Conflict

Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement and Conflict Resolution	Does not respond to disagreement or dissent and/or does not address conflict in a solutions-oriented or respectful manner.	Responds respectfully to most cases of disagreement and dissent, but employs only a limited range of strategies to resolve conflict.	Responds respectfully and appropriately to disagreement and dissent, using both as opportunities for learning, and employs a variety of strategies to resolve conflicts in a constructive manner. Models this practice for the administrator team.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning, and resolves conflicts in a constructive manner, such that all parties are able to move forward productively. Empowers and supports administrators to use these approaches in their own leadership.
IV-F-2. Consensus Building	Does not attempt to build consensus within the district community, or attempts at consensus-building around critical decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school district community, with varying degrees of success.	Employs a variety of strategies to build consensus within the district community while maintaining a commitment to decisions that are in the best interest of all students.	Regularly achieves consensus within the school district community while maintaining a commitment to decisions that are in the best interest of all students. Models this practice for others.