

APPENDIX A: OBSERVATION RUBRIC

DOMAIN 1: CULTURE AND COMMUNITY BUILDER

Do students, staff, and families benefit from a positive school culture and community?

Indicator	Ineffective	Minimally Effective	Effective
High Expectations	Behavioral, instructional, and professional expectations are unclear, low, or rarely enforced.	Behavioral, instructional, and professional expectations are clear but do not set high standards or are inconsistently enforced; expectations do not positively influence or inspire students and staff toward excellence.	Behavioral, instructional, and professional expectations are clear, high, and consistent for all members of the school community, inspiring and motivating students and staff toward excellence.
Strong Relationships	Staff, students, and community members lack relationships, or relationships are strained and detract from the achievement of the school.	Healthy and respectful relationships are common but are not leveraged to ensure student learning or achieve school goals.	Healthy, beneficial, and respectful relationships are evident across the school community, including families and community members; relationships help accelerate progress toward shared goals.
Learning Environment	Schoolwide rules and policies are unclear and not consistently executed, and the school environment is unsafe or disorderly; instructional time is not prioritized.	Schoolwide rules and procedures are identified but not consistently executed; the school environment sometimes impedes student learning.	Instructional time is prioritized; schoolwide rules and procedures create a safe and orderly learning environment and promote bell to bell instruction; student learning is enhanced by a culture that promotes collaboration, cooperation, and empowerment for all.
Commitment to Diversity and Inclusion	School structures and systems do not recognize the dignity and contributions of all cultures, and these values are rarely modeled or lived in interactions at the school.	School structures and systems explicitly honor the dignity and contributions of all cultures, but these values are not consistently modeled or lived in interactions at the school.	Formal and informal structures and systems within the school explicitly and implicitly honor the dignity and contributions of all cultures.
Reflective Leadership	Minimal or no efforts are made for self-reflection, learning and development; continuous improvement is not explicitly valued amongst school staff.	Personal efforts towards self-reflection, learning and development are made, but are not modeled in a manner that influences staff and students.	Intentional self-reflection, learning and development are transparently and effectively modeled for staff and students to replicate.
Highly Effective			
All descriptors for Effective are met, and at least one of the following types of evidence is demonstrated.			
- Students and staff can articulate the purpose of and assume responsibility for routines and procedures. They execute routines, procedures, and rituals in an orderly, efficient, and self-directed manner, requiring little direction from the school leader. - Students and staff demonstrate a sense of ownership of behavioral and professional expectations by holding each other accountable for meeting them.			

DOMAIN 2: INSTRUCTIONAL LEADER

Do instructional staff consistently benefit from comprehensive, engaging, and robust professional supports?

Indicator	Ineffective	Minimally Effective	Effective
Shared Vision	Instructional staff do not share a common vision for excellent instruction; staff lack a shared vocabulary for instructional expectations; staff make instructional decisions in isolation.	Instructional staff share a limited vision and vocabulary for excellent instruction; staff do not consistently or effectively use the vision to drive instructional improvement efforts as individuals or members of the team.	Instructional staff share a common vision of high achievement and vocabulary for excellent instruction. All instructional staff demonstrate ownership of realizing the vision and can articulate how they are working toward that vision as individuals and members of the team.
High Quality Instruction	Instructional staff routinely design and deliver lessons that do not cultivate a positive culture, align to grade level standards and IEP goals, cultivate student ownership, or yield student learning.	Instructional staff inconsistently design and deliver lessons that cultivate a positive culture or align to grade level standards and IEP goals; some lessons cultivate student ownership or yield student learning.	Across the school, instructional staff consistently design and deliver lessons that cultivate a positive culture, align to grade level standards and student IEP goals, cultivate student ownership, and yield student learning.
Data Driven Action	School-level decisions regarding curriculum, instruction and professional learning are rarely based on student data; data is not monitored by school leaders or staff.	School-level decisions regarding curriculum, instruction and professional learning are occasionally based on student data; data is inconsistently monitored by school leaders and/or staff to adjust.	School-level decision making protocols regarding curriculum, instruction, and professional learning are based on student data, and outcomes are regularly evaluated. Staff across the school use data to drive their work with students, making informed adjustments as needed.
Coaching	Instructional staff do not receive formative feedback; evaluative feedback may be provided but generally lacks support to make improvements in practice.	Instructional staff receive formative feedback occasionally, but it lacks specificity or support to make improvements in practice.	All instructional staff receive regular, formative observations followed by timely, targeted feedback and support to make improvements in practice.
Professional Learning	Staff learning and collaboration time is not consistently provided or is used for activities that do not lead to improvements in practice.	Staff engage in professional learning and collaboration but the impact on practice is not clear; the professional learning opportunities lack alignment to individual, school or district goals.	Staff engage in high quality professional learning and collaboration that is regular, aligned to individual, school, and district goals, and leads to improvement in practice.
Highly Effective			
All descriptors for Effective are met, and at least one of the following types of evidence is demonstrated.			
- Staff demonstrate ownership of instructional leadership and development by productively designing and leading opportunities for instructional collaboration on their own. - Staff consistently rely on student learning data to support reflection and drive decision making.			

DOMAIN 3: TALENT MANAGER

Does the school community consistently benefit from efficient and effective staff recruitment, retention, and management?

Indicator	Ineffective	Minimally Effective	Effective
Strategic Staffing	Decisions about staff assignments are not grounded in the needs of students or school/district priorities.	Decisions about staff assignments are sometimes grounded in student needs and school/district priorities but are often influenced by unrelated factors.	Decisions about staff assignments are consistently grounded in maximizing individual skillsets to meet the needs of students and the priorities of the school and district.
Recruitment and Retention	Vacancies remain open for extended periods of time and/or are filled with underqualified staff. High performing staff leave the school in large numbers and low performing staff members are retained regardless of improvement.	Vacancies may not be filled quickly but are filled by highly qualified staff. High performing staff are retained at similar rates as low performing staff.	Vacancies are quickly filled by qualified recruits who are eager to join the school's team; all or almost all eligible high performing staff members feel valued and are retained year to year.
Staff Evaluation	Staff evaluation is frequently perceived as unfair; ratings are inaccurate, or the system is not implemented compliantly; staff do not receive timely or accurate messages about their performance.	Staff evaluation is compliant and timely, but it is not used as a tool to support professional growth or improvement for staff members and does not inform decision making; evaluators do not always provide staff with an accurate understanding of their performance or avoid difficult performance conversations despite evidence.	Staff evaluation is fair, accurate, and timely; the evaluation cycle is used as a tool to support professional growth and improvement for staff members, and inform promotion, retention and support decisions; evaluators do not shy away from difficult conversations about staff performance when necessary.
Distributed Leadership	Staff members do not have opportunities to help lead school initiatives; management of projects is limited to a very narrow set of staff.	Staff have opportunities to lead school initiatives but may not be intentionally matched to the right projects; guidance and ongoing supports are inconsistent, and therefore, they do not always find success in the assignments.	Staff are empowered to lead school initiatives; they are intentionally selected for these opportunities based on their strengths, career aspirations and goals; they are provided with clear expectations, chances to inform direction, and ongoing supports to help them succeed.
Highly Effective			
All descriptors for Effective are met, and at least one of the following types of evidence is demonstrated. - The effectiveness of systems for staff improvement and staffing are consistently reviewed and adjusted based on feedback from staff and student data. - Staff independently take ownership in their professional growth and/or show high levels of accurate self-reflection. - Authentic distributed leadership structures inspire staff buy-in and greater commitment to school community; staff frequently volunteer to lead new projects or initiatives.			

DOMAIN 4: OPERATIONS EXPERT

Do students consistently benefit from having a well-maintained environment in which resources are used to enhance learning and engagement?

Indicator	Ineffective	Minimally Effective	Effective
School Environment	The physical school environment is disorganized or unclear; common areas are uninviting to students, staff, families, or the public.	The physical school environment is clean and organized, and common spaces are well maintained, but miss opportunities to feature inviting or inspiring elements for students, staff, families, and the community.	The physical school environment is clean, neat, orderly, and inviting for students, staff, families, and the community. Common spaces are appealing and visually promote learning and belonging.
Communication Structures	Internal or external communication structures are absent or inadequate for sharing clear, timely, and relevant information with students, staff and families; communications from the school are unprofessional or do not consistently reflect the District's values.	Internal or external communication structures are inconsistent or only sometimes result in students, staff and families receiving clear, timely, and relevant information; communications are professional and reflect the District's values.	Internal or external communication structures are known and consistently used to ensure all students, staff and families receive clear, timely, and relevant information; communications are professional, polished, and reflect the District's values.
Resource Management	Resources (i.e., time, people, money, technology, instructional materials) are not allocated to maximize access, improve student achievement, and promote well-being; the rationale for resource investments is often unclear or fails to address clear patterns in school-level data about needs.	Resources (i.e., time, people, money, technology, instructional materials) are sometimes, but not consistently, managed to maximize access, improve student achievement, and promote well-being; the rationale for resource investments is inconsistent or does not align to school-level data about needs.	Resources (i.e., time, people, money, technology, instructional materials) are managed strategically to maximize access, improve student achievement, and promote well-being.
Procedural Compliance	Staff are often not compliant with building-level and district-wide processes and procedures or the school fails to comply with local, state, and federal laws, board policies, and regulations.	Staff use building-level and district-wide processes and procedures with fidelity most of the time but are not aware of all relevant procedures for their role. Staff always comply with local, state, and federal laws, board policies, and regulations.	Staff use building-level and district-wide processes and procedures with fidelity. Staff always comply with local, state, and federal laws, rights, policies, and regulations. Quick and persistent action is taken to address compliance issues.
Highly Effective			
All descriptors for Effective are met, and at least one of the following types of evidence is demonstrated.			
- District and community resources are leveraged to enhance school offerings (e.g., coursework, afterschool programs, health clinics) aligned with school and district priorities and to support classroom instruction. - School processes and structures are effectively adapted by staff to accommodate unexpected situations with minimal interruptions with little direction from the school leader.			

DOMAIN 5: COMMITMENT TO SCHOOL COMMUNITY

Does the school community consistently benefit from the administrator's passion for the school's progress and success?

Indicator	Ineffective	Minimally Effective	Effective
Support of District Initiatives	Implementation of district initiatives is routinely off track at the school. The administrator requires follow up to meet baseline implementation expectations.	The administrator ensures district initiatives are implemented but primarily focuses on compliance and completion. There is limited evidence of ownership, customization, and investment in District initiatives at the school level.	The administrator ensures district initiatives are implemented effectively and consistently. They take ownership for each initiative, thoughtfully tailor initiatives to work in their school, and invest staff, students, and families.
Professional Growth and Collaboration	The administrator lacks humility or confidence and has a pattern of dismissing feedback from others. Their participation in professional learning or collaboration is limited or compliance driven. In collaborative settings, the administrator sometimes has a negative impact on group dynamics or outcomes.	The administrator occasionally demonstrates humility or uses feedback to inform their growth; they express an interest in improving their practice but rarely seek concrete learning experiences to support growth. Though they participate in structured collaboration opportunities provided to them, they do not seek out these experiences.	The administrator balances humility and confidence as they seek professional growth and improvement, using manager, peer and staff feedback to improve; they apply and share new learning generously with their colleagues and staff and seek out formal and informal collaboration to improve results.
Tenacity	The administrator is consistently unable to overcome challenges when they arise; they fail to address resistance or push back regularly or do so in a way that escalates issues. They frame even small setbacks or mistakes as evidence that goals are unachievable or use mistakes to shame or punish self or others.	The administrator usually overcomes challenges, including resistance to reform, but misses opportunities to bring others along with them on the front end. Momentary setbacks or mistakes sometimes derail progress toward goals, or the administrator treats these setbacks as insurmountable.	The administrator anticipates and proactively addresses challenges, including resistance to reform. They do not allow setbacks to impede progress toward their goals and model using mistakes as learning opportunities.
Highly Effective			
All descriptors for Effective are met, and at least one of the following types of evidence is demonstrated.			
- Administrator extends impact by sharing promising practices and effective school-innovations in the implementation of initiatives; implementation of District Initiatives are models for other schools to learn from - Administrator takes on districtwide leadership roles that enhance the learning, collaboration, and performance of their colleagues			