

## Appendix E: AWSP Leadership Framework Rubrics

## Criterion 1 Rubric | Creating a Culture

**Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.**

*"Leaders ask, 'What is essential, what needs to be done, and how can we get it done?' An effective leader maintains visibility and transparency and creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and instructional program that promotes student learning and staff professional growth. They lead by 'creating powerful, equitable learning opportunities for students, professionals, and the system, and motivating or compelling participants to take advantage of these opportunities'" (Knapp, Copland, Talbert, 2003, p. 12, as quoted in Murphy, 2006).*



Elements	Unsatisfactory	Basic	Proficient	Distinguished
<b>1.1 Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning</b>	Does not communicate mission, vision, and core values; tolerates behaviors and school activities in opposition to a culture of ongoing improvement	Vision and mission are developing; connections between school activities, behaviors and the vision are made explicit; vision and mission are shared and supported by stakeholders	Communicates a vision of ongoing improvement in teaching and learning such that staff and students perceive and agree upon what the school is working to achieve; encourages and supports behaviors and school activities that explicitly align with vision; shares enthusiasm and optimism that the vision will be realized; regularly communicates a strong commitment to the mission and vision of the school and holds stakeholders accountable for implementation	Is proficient AND provides leadership and support such that shared vision and goals are at the forefront of attention for students and staff and at the center of their work; communicates mission, vision, and core values to community stakeholders such that the wider community knows, understands and supports the vision of the changing world in the 21st Century that schools are preparing children to enter and succeed
<b>1.2 Engages in essential conversations for ongoing improvement</b>	Avoids conversations; does not make time for conversations; is not available to staff, students, other stakeholders, does not communicate high expectations and high standards for staff and students regarding ongoing improvement	Communication moderately reflects issues with members of the school community; reinforces two-way communication with staff and students; barriers to improvement are identified and addressed; conversations are mostly data-driven for the purposes of assessing improvement with infrequent high expectations for students	Assumes responsibility for accurate communication and productive flow of ideas among staff, students and stakeholders; provides leadership such that the essential conversations take place and in ways that maintain trust, dignity, and ensure accountability of participants; creates and sustains productive two-way communication that includes staff members and students; regularly communicates high expectations and standards for staff and students regarding ongoing improvement	Is proficient AND establishes and promotes successful systems and methods for communication that extend beyond the school community; creates a productive feedback loop among stakeholders that keeps the dialogue ongoing and purposeful; methods are recognized and adopted for purposes beyond school; staff reports confidence in their ability to engage in essential conversations for ongoing improvement; consistently communicates high expectations and standards for staff and students regarding ongoing improvement

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Elements	Unsatisfactory	Basic	Proficient	Distinguished
<b>1.3 Facilitates collaborative processes leading toward continuous improvement</b>	Does not actively support or facilitate collaboration among staff; tolerates behaviors that impede collaboration among staff; fosters a climate of competition and supports unhealthy interactions among staff	Demonstrates some understanding of the value of collaboration and what it takes to support it (e.g., building trust); facilitates collaboration among staff for certain purposes; emerging consensus-building and negotiation skills	Actively models, supports, and facilitates collaborative processes among staff utilizing diversity of skills, perspectives and knowledge in the group; assumes responsibility for monitoring group dynamics and for promoting an open and constructive atmosphere for group discussions; creates opportunities for staff to initiate collaborative processes across grade levels and subject areas that support ongoing improvement of teaching and learning	Is proficient AND successfully creates systems that build the capacity of stakeholders to collaborate across grade levels and subject areas; is recognized by school community and other stakeholders for leadership that results in a high degree of meaningful collaboration
<b>1.4 Creates opportunities for shared leadership</b>	Offers no model or opportunity for shared leadership (e.g., delegation, internship); makes decisions unilaterally	Offers opportunities for staff and students to be in leadership roles; engages processes for shared decision-making; uses strategies to develop the capacity for shared leadership (e.g., delegation, internship)	Provides continual opportunity and invitation for staff to develop leadership qualities; consistently engages processes that support high participation in decision-making; assesses, analyzes and anticipates emerging trends and initiatives in order to adapt shared leadership opportunities	Is proficient AND proactively cultivates leadership qualities in others; builds a sense of efficacy and empowerment among staff and students that results in increased capacity to accomplish substantial outcomes; involves staff in leadership roles that foster career development; expands opportunities for community stakeholders to engage in shared leadership

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## Criterion 2 Rubric | Ensuring School Safety

## Providing for school safety.

*An effective leader supports the community (both in and out of school) to develop a more nuanced/expanded understanding of what it means to be safe. Physical, emotional, and intellectual safety are critical and necessary conditions in order for effective teaching and learning to take place.*



Elements	Unsatisfactory	Basic	Proficient	Distinguished
<b>2.1 Provides for physical safety</b>	Neglects to consider the physical safety of students and staff; does not maintain and/or implement a current school safety plan; plan in place is insufficient to ensure physical safety of students and staff; major safety and health concerns	Maintains and implements a school safety plan monitored on a regular basis; minor safety and sanitary concerns in school plant or equipment; problems might be identified but are not always resolved in a timely manner; an emergency operations plan is reviewed by appropriate external officials and posted in classrooms, meeting areas and office settings	Implements a school safety plan that is based upon open communication systems and is effective and responsive to new threats and changing circumstances; problems are identified and principal is persistent in resolving them; proactively monitors and adjusts the plan in consultation with staff, students, and outside experts/consultants; staff proficiency in safety procedures are measured and monitored by group assessments followed by group reflection	Is proficient AND serves as a resource for others in leadership roles beyond school who are developing and implementing comprehensive physical safety systems to include prevention, intervention, crisis response and recovery
<b>2.2 Provides for social, emotional and intellectual safety</b>	Neglects the social, emotional or intellectual safety of students and staff; does not have an anti-bullying policy or behavior plan in place that promotes emotional safety; does not model an appreciation for diversity of ideas and opinions	Strives to provide appropriate emotional support to staff and students; policies clearly define acceptable behavior; demonstrates acceptance for diversity of ideas and opinions; anti-bullying prevention program in place	Assumes responsibility for creating practices which maximize the social, emotional and intellectual safety of all staff and students; supports the development, implementation, and monitoring of plans, systems, curricula, and programs that provide resources to support social, emotional and intellectual safety; reinforces protective factors that reduce risk for all students and staff	Is proficient AND makes emotional and intellectual safety a top priority for staff and students; ensures a school culture in which students and staff are acknowledged and connected; advocates for students to be a part of and responsible for their school community; ensures that school community members are trained and empowered to improve and sustain a culture of emotional safety; cultivates intellectual safety of students and staff by advocating for diversity of ideas, respecting perspectives that arise, promoting an open exchange of ideas; involves school community in active intellectual inquiry

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### Criterion 3 Rubric | Planning with Data

**Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.**

*Data refers to any type of information. Information or data can be represented numerically. Data is also qualitative, the result from a relevant conversation with any stakeholder. Effective leaders rely on data to promote improvement in multiple aspects of school and across all eight of the criteria. A leader influences others to achieve mutually-agreed upon purposes for the improvement of teaching and learning through consistent use of data. Acting on knowledge achieved through data becomes a cultural norm across the school.*



Elements	Unsatisfactory	Basic	Proficient	Distinguished
<b>3.1 Recognizes and seeks out multiple data sources</b>	Does not recognize multiple sources or quality of data or has a limited understanding of the power and meaning of data	Seeks multiple sources of data to guide decision making; emerging knowledge of what constitutes valid and reliable sources of data and data integrity	Systematically collects valid and reliable data from at least three sources to be used in problem solving and decision making; builds capacity of staff to recognize information as data by providing examples of using data throughout the building and in staff meetings; systematically gathers data on grades, attendance, behavior and other variables to inform efforts	Is proficient AND explores and uses a wide variety of monitoring and data collection strategies; responds to an identified need for timely data by putting new data collection processes in place to collect reliable and valid data
<b>3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts</b>	Reviews and shares limited school-level data only as required; interpretation of data may be incorrect or incomplete; misuses data	Uses numerous data analysis methods and eager to broaden knowledge of data analysis and interpretation; uses school-level data to inform improvement across eight criteria	Analysis includes multiple years of data, including state, district, school and formal and informal classroom assessments; interprets available data to make informed decisions about strengths and areas of need; provides teacher teams with previous year's data and asks them to assess students' current needs	Is proficient AND consistently leads in data interpretation, analysis, and communication; links multiple years of student data to teachers and builds capacity of staff to understand and use their data for improved teaching and learning; practices a high standard for data reliability, validity and fairness and keeps these concepts in the forefront of conversations with staff

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Criterion 3 Rubric | Planning with Data *(Continued)*

Elements	Unsatisfactory	Basic	Proficient	Distinguished
<b>3.3 Implements data driven plan for improved teaching and learning</b>	Plan is limited, not data driven and/or not aligned with the needs of the school; little stakeholder involvement and commitment	Plan is monitored, evaluated and revised resulting in data driven changes; works to build stakeholder involvement and commitment; models data-driven conversations in support of plan	Provides leadership such that plan is clearly articulated and includes action steps and progress monitoring strategies, and strategies in the plan are directly aligned with the data analysis process and are research based; leads ongoing review of progress and results to make timely adjustments to the plan; data insights are regularly the subject of faculty meetings and professional development sessions	Is proficient AND creates a school culture of using data for decisions and continuous improvement in aspects of school life; orchestrates high-quality, low-stakes action planning meetings after each round of assessments; data driven plan specifically documents examples of decisions made on the basis of data analysis and results are documented to inform future decisions; provides assistance or coaching to other school administrators to improve their data driven plan and analysis
<b>3.4 Assists staff to use data to guide, modify and improve classroom teaching and student learning</b>	Does not assist staff to use data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward is appropriate	Occasionally assists staff to use multiple types of data to reflect on teaching to determine whether re-teaching, practice or moving forward is appropriate; strategies result in incomplete relationship between the actions of teachers and the impact on student achievement	Regularly assists staff to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction (highly achieving as well as non-proficient) and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level; strategies result in clear relationship between the actions of teachers and the impact on student achievement	Is proficient AND demonstrates leadership by routinely and consistently leading teachers to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level
<b>3.5 Provides evidence of student growth that results from the school improvement planning process*</b>	School improvement planning process results in no improvement in student academic growth	School improvement planning process results in minimal improvement in student academic growth	School improvement planning process results in measurable improvement in student academic growth	School improvement planning process results in significant improvement in student academic growth

**\*Student Growth Rubric Rows:** Student growth rubric rows are designed to focus on actual student growth, rather than principal actions. Element 3.5 is intended to analyze the growth of all or most of the students in the school. Element 5.5 is designed to analyze the growth of students assigned to a subset of teachers that a principal identifies. Element 8.3 is designed to analyze subsets of the student population that are identified for the purpose of closing achievement gaps between them and the student population as a whole.

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### Criterion 4 Rubric | Aligning Curriculum

**Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.**

*An effective leader assumes responsibility such that state and district learning goals align with curriculum, curriculum aligns with best instructional practices, and best instructional practices align with assessment practices.*



Elements	Unsatisfactory	Basic	Proficient	Distinguished
<b>4.1 Assists staff in aligning curriculum to state and local district learning goals</b>	Has incomplete or insufficient knowledge of state and local district learning goals across grade levels and content areas; has insufficient knowledge to evaluate curricula; does not effectively assist staff to align curricula to state and district learning goals	Has emerging knowledge and understanding of state and local district learning goals across grade levels and content areas to facilitate some alignment activities with staff	Systematically focuses staff on alignment of their lessons to approved learning targets; establishes a system that uses feedback from the assessments to make adjustments to curricula	Is proficient AND provides leadership and support such that teachers have fully aligned curriculum materials and training on how to use them; staff takes ownership of the alignment processes of goals to curricula; staff understand alignment of curricula to state and local district learning goals as foundational to the improvement of teaching and learning
<b>4.2 Assists staff in aligning best instructional practices to state and district learning goals</b>	Has incomplete or insufficient knowledge of best instructional practices across grade levels and content areas; does not effectively assist staff to align instructional practices to state and district learning goals	Has sufficient knowledge and understanding of best instructional practices across grade levels and content areas to facilitate some alignment activities with staff; emerging knowledge of culturally-relevant teaching & learning methodologies	Has deep knowledge of best instructional practices for diverse populations and how to align these with curricula; systematically focuses staff on alignment; establishes a system for ongoing alignment that involves staff; continually supports, monitors alignment and makes adjustments; has teacher teams cooperatively plan aligned units, reviews them and then gives teachers feedback; reads and shares research that fosters an ongoing, schoolwide discussion on best practices for non-proficient to above-proficient students	Is proficient AND provides leadership and support such that staff understand alignment of best instructional practice to state and district learning goals as foundational to the improvement of teaching and learning; teachers design high quality, aligned units to discuss with their teams; ensures that staff is current on professional literature regarding curriculum alignment

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**Criterion 4 Rubric | Aligning Curriculum (Continued)**

Elements	Unsatisfactory	Basic	Proficient	Distinguished
<b>4.3 Assists staff in aligning assessment practices to best instructional practices</b>	Has incomplete or insufficient knowledge of assessment in terms of reliability, validity and fairness; does not effectively assist staff to align assessments to instructional practices	Has emerging knowledge and understanding of assessment in terms of reliability, validity and fairness; facilitates the implementation of certain aspects of a balanced (diagnostic, formative and summative) assessment system; facilitates the alignment of assessment to best instructional practices in some grade levels	Has deep knowledge of assessment; every course has a document (syllabus, course outline or learning objectives) that identifies the learning outcomes in language accessible to students and parents; student work created in response to teachers' assessments of the learning outcomes accurately reflect the state standards and district learning goals/targets; continually provides support to systematically focus staff on alignment of assessment to instruction using best practices; establishes a system for ongoing alignment of formative and summative assessment that involves staff members	Is proficient AND provides leadership and support such that staff takes ownership of the alignment processes of assessment to instructional practices; staff understands the alignment of assessment to teaching as foundational to the improvement of teaching and learning

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### Criterion 5 Rubric | Improving Instruction

#### Monitoring, assisting, and evaluating effective instruction and assessment practices.

*An effective leader is knowledgeable about and deeply involved in the design and implementation of the instructional program; prioritizes effectiveness in teaching by visiting classrooms regularly and working with teachers on instructional issues; consistently supports colleagues in their efforts to strengthen teaching and learning in classrooms; and works tirelessly to support staff in doing their best work.*



Elements	Unsatisfactory	Basic	Proficient	Distinguished
<b>5.1 Monitors instruction and assessment practices</b>	Does not adequately monitor instruction and assessment practices of staff; untimely and irregular evaluations; provides insufficient feedback to staff regarding instruction and assessment practices; feedback given is ineffective in improving instruction and assessment practices	Monitors instruction and assessment to meet the minimum frequency and procedural requirements; feedback given to staff regarding instruction and assessment is generic and inconsistently effective in improving instruction and assessment practices	Develops and uses observable systems and routines for regularly monitoring instruction and assessment; uses data consistently to provide staff meaningful, personal feedback that is effective for improving instruction and assessment practices	Is proficient AND consistently demonstrates leadership in the practice of monitoring effective instruction and assessment practices; develops exemplary systems and routines for effective observation of staff; shares systems and routines with colleagues and stakeholders; regularly monitors, reflects on and develops or adjusts systems as needed to improve assessment practices
<b>5.2 Assists staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness</b>	Does not meet with staff to develop, review and modify student growth plans; student growth plans do not meet minimum requirements; does not assist staff in the identification of performance indicators or performance indicators are not sufficient	Meets minimum teachers' contract requirements to develop, review and modify student growth plans (individual or group plans) based on identified areas of need; assists identification of performance indicators to monitor and benchmark progress	Meets with staff regularly to develop, review and modify student growth plans (individual or group plans); assists with identification of performance indicators to benchmark progress; research-based planning and performance-linked goal setting strategies are used, allowing timely feedback to make mid-course corrections and improve teacher practice	Is proficient AND consistently demonstrates leadership in the practice of developing comprehensive student growth plans; regularly meets with staff to reflect on student growth plans and progress
<b>5.3 Assists staff in implementing effective instruction and assessment practices</b>	Does not fully support staff in their efforts to improve teaching and assessment; does not have knowledge or understanding of best instruction and assessment practices; does not make assisting staff in improved teaching and assessment a priority	Facilitates staff in the implementation of effective instruction and assessment practices; emerging knowledge of applied learning theories to create a personalized and motivated learning environment	Facilitates and supports staff in the implementation of effective instruction and assessment practices; has deep and thorough knowledge and understanding of best practices in instruction and assessment; devotes time and effort to the improvement of instruction and assessment; assists staff to use the most effective and appropriate technologies to support teaching and learning	Is proficient AND serves as a driving force to build capacity for staff to initiate and implement improved instruction and assessment practices; encourages staff to conduct action research; seeks ways to extend influence of knowledge and contribute to the application of effective instruction and assessment practices

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## Appendix E: AWSP Leadership Framework Rubrics

Criterion 5 Rubric | Improving Instruction (*Continued*)

Elements	Unsatisfactory	Basic	Proficient	Distinguished
<b>5.4 Evaluates staff in effective instruction and assessment practices</b>	Evaluations lack strong evidence yielding potentially unreliable staff evaluations; makes claims about staff performance that lack evidence; does not establish systems or routines that support improved instruction and assessment practices; little to no understanding of student diversity and its meaning in instruction and assessment	Regularly and systematically evaluates all staff yielding valid and reliable results; recommendations lead staff to some improvement in instruction and assessment practices; developing understanding of student diversity (culture, ability, etc.) and its meaning in instruction and assessment	Evaluates staff reliably and validly; provides data evidence to support claims; recommendations are effective and lead to consistently improved instruction and assessment practices; demonstrating knowledge of student diversity (culture, ability, etc.) and its meaning in instruction and assessment	Is proficient AND consistently demonstrates leadership in the practice of thoroughly, reliably and validly evaluating staff in such a way that continuous improvement in instruction and assessment becomes the professional standard; provides detailed, formative assessment with exemplary feedback that leads to improvement; builds capacity in staff to accurately and validly assess self and others, promoting a culture of continual improvement due to ongoing evaluation of effective instruction and assessment practices
<b>5.5 Provides evidence of student growth of selected teachers*</b>	Multiple measures of student achievement of selected teachers show no academic growth	Multiple measures of student achievement of selected teachers show minimal academic growth	Multiple measures of student achievement of selected teachers show measurable academic growth	Multiple measures of student achievement of selected teachers show significant academic growth

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### Criterion 6 Rubric | Managing Resources

**Managing both staff and fiscal resources to support student achievement and legal responsibilities.**

*An effective leader manages human and fiscal resources in transparent ways such that the capacity of the school community to make complicated decisions grows. Decisions are made about resources that result in improved teaching and learning while allowing staff to feel empowered throughout the process.*



Elements	Unsatisfactory	Basic	Proficient	Distinguished
<b>6.1 Managing human resources (assignment, hiring)</b>	Does not adequately address issues in hiring and placement of staff for the benefit of students in classrooms; does not put student needs at the forefront of human resource decisions; does not make an effort to ensure quality personnel in each position	Places the needs of students at the center of some human resource decisions with moderate effect; possesses some skills and knowledge required to recruit and hire highly qualified individuals in school positions	Places students' needs at the center of human resource decisions and decisions regarding hiring and placement of staff; conducts a rigorous hiring process when choosing staff; focuses energy on ensuring productivity through staff placement	Is proficient AND optimizes the school's human resources and assets of staff members to maximize opportunities for student growth; is distinguished in management of human resources and is called upon to share those successful processes outside of school; efforts produce a positive work environment that attracts outstanding talent; continuously searches for staff with outstanding potential as educators and provides the best placement of both new and existing staff to fully benefit from their strengths in meeting the needs of a diverse student population
<b>6.2 Managing human resources (ongoing professional development)</b>	Staff receives inadequate opportunities for professional development to meet students' and staffs' needs; professional development offered is not of sufficient quality to be effective	Professional development plan somewhat aligns to organization's vision and plan; professional development is partly effective in leading to minor improvements in staff practice; little or no documentation of effectiveness of past professional development offerings and teacher outcomes	Professional development plan has three to four areas of emphasis, job embedded, ongoing and linked to the organization's vision and plan; systematic evaluation of the effectiveness of past professional development offerings and outcomes; creates and supports informal professional development (i.e., professional learning communities); offers professional development that meets teachers' needs and has elements of high-quality professional development (sufficient duration, content, etc.)	Is proficient AND has adopted research-based strategies for evaluating the effectiveness of professional development documenting growth in teacher knowledge to student outcomes; can identify specific professional development offerings of prior years that were systematically reviewed and either eliminated or modified to support organizational goals

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## Criterion 6 Rubric | Managing Resources (Continued)

Elements	Unsatisfactory	Basic	Proficient	Distinguished
<b>6.3 Managing fiscal resources</b>	Does not make fiscal decisions that maximize resources in support of improved teaching and learning; provides little or no evidence of lists of milestones or deadlines in managing time or fiscal resources; does not work with teachers to establish goals for student achievement linked to individual teacher professional development	Fiscal decisions occasionally support some aspects of improved teaching and learning; projects are managed using milestones and deadlines but not updated frequently; does not always meet project deadlines and impact not frequently documented	Engages others in dialogue on budget decisions based on data, School Improvement Plan, and district priorities that support learning; makes fiscal decisions that maximize resources and supports improved teaching and learning; uses defined process to track expenditures; frequently monitors data, documents and evaluates results; uses findings to improve fiscal decisions; documented history reveals ability to manage complex projects and meet deadlines within budget; regularly works with teachers to establish goals for student achievement linked to individual teachers' professional development	Is proficient AND demonstrates leadership in the design and successful enactment of uniquely creative approaches that regularly save time and money; results indicate that strategically redirected resources have positive impact in achieving priorities; guides decision-making such that efficacy grows among stakeholders for arriving at fiscal decisions for improvement of teaching and learning; augments resources by writing successful state and/or federal grants; seeks numerous external funding sources; consistently works with teachers to establish goals for student achievement linked to individual teachers' professional development
<b>6.4 Fulfilling legal responsibilities</b>	Fails to demonstrate adequate knowledge of legal responsibilities; exhibits behaviors and policies that conflict with the law; tolerates behavior from self or staff that conflicts with the law	Demonstrates basic knowledge and understanding of legal responsibilities; makes resource management decisions consistent with that knowledge; does not entertain behaviors and policies that conflict with the law	Demonstrates a deep and thorough knowledge and understanding of the law and its intent; makes resource management decisions consistent with that knowledge; operates with deep and thorough knowledge and understanding of district policies and collective bargaining agreements; consistently holds self and staff to legal standards	Is proficient AND consistently demonstrates leadership for developing systems that communicate and support staff in upholding legal responsibilities; creates a culture of shared legal responsibility among students and staff; involves stakeholders in the creation of a school culture that thrives upon and benefits from addressing legal responsibilities

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### Criterion 7 Rubric | Engaging Communities

#### Partnering with the school community to promote student learning.

*An effective leader engages with the community in sensitive and skillful ways such that the community understands the work of the school and is proud to claim the school as its own. An effective leader understands the greater community to be a valuable resource and works to establish a genuine partnership model between home and school. An effective leader understands that aligning school and community efforts and values is ongoing work that must be nurtured, sustained, and monitored, and is able to influence others to adopt the same understanding.*



Elements	Unsatisfactory	Basic	Proficient	Distinguished
<b>7.1 Communicates with community to promote learning</b>	Communication is sparse and opportunities for community involvement are not fully realized or made available; not visible in community or perceived as community advocate	Communication with the community is regular, yet is mainly informational rather than two-way; channels of communication are not accessible to all families; practices some discretion when dealing with personal information about students and staff	Builds effective communication systems between home, community and school that are interactive and regularly used by students, school staff and families and other stakeholders; uses multiple communication channels appropriate for cultural and language differences that exist in the community; practices a healthy discretion with personal information of students and staff	Is proficient AND moves beyond typical communication practices to proactively develop relationships with parents/guardians and community through such things as home visits, innovative technology, visiting community groups, etc.; establishes a feedback loop that is invitational, transparent, effective and trusted by members of the community including open forums, focus groups or surveys; employs successful models of school, family, business, community, government and higher education partnerships to promote learning; use of exemplary education marketing skills to establish partnerships to mobilize wealth of community resources
<b>7.2 Partners with families and school community</b>	Demonstrates little effort to engage families or the community in school activities; fails to share the vision of improved teaching and learning beyond school; does not identify and utilize community resources in support of improved student learning	Encourages and supports involvement of community and families in some school activities; shares the vision for improving teaching and learning with some families and communities; identifies and utilizes some community talent and resources in support of improved teaching and learning; limited family participation in some school decision-making processes and engagement activities	Encourages and supports consistent and ongoing community and family engagement for stakeholders in school activities; consistently implements effective plans for engaging community outside of school to participate in school decision making to improve teaching and learning; community resources are identified and utilized in support of improved teaching and learning; actively monitors community involvement and adjusts, creating new opportunities for families and community to be a part of the vision of improving teaching and learning	Is proficient AND consistently demonstrates leadership in the area of effectively engaging families and the greater community in support of students, staff and the vision of improved teaching and learning; is recognized outside of school for developing and implementing programs that partner with school, family and greater community, or programs are held as a model for other schools to adopt and follow; builds capacity in the community for initiating new and beneficial forms of community involvement in school; to the extent possible, facilitates access of community services to students in the school

## Appendix E: AWSP Leadership Framework Rubrics

### Criterion 8 Rubric | Closing the Gap

#### Demonstrating commitment to closing the achievement gap.

*Closing the gap refers to improving achievement for groups of students that share an historical disadvantage as well as the achievement of individual students who are not realizing learning potential. Evidence used to support student improvement comes from multiple opportunities for gathering information about achievement: standardized tests and other assessments that are school-directed; assessments that are teacher designed and embedded into instruction; portfolio and performance-based project assessments.*



Elements	Unsatisfactory	Basic	Proficient	Distinguished
<b>8.1 Identifies barriers to achievement and knows how to close resulting gaps</b>	Is unaware of achievement gaps that exist in school population and how the school and teachers have played a role in perpetuating gaps; attributes gaps to factors outside of the school's focus of control; opportunities to learn and resources are not distributed equitably among students	Demonstrates emerging awareness of specific school-wide achievement gaps and issues of equity access; recognizes responsibility and has some expectations for teachers and school to impact these gaps; creates new opportunities to learn	Identifies learning gaps early; demonstrates complete knowledge and understanding of the existence of gaps; accepts responsibility for impacting these gaps; identifies and addresses barriers to closing gaps	Is proficient AND focuses attention of school community on the goal of closing gaps; systematically challenges the status quo by leading change, based on data, resulting in beneficial outcomes; builds capacity among community to support the effort to close gaps
<b>8.2 Demonstrates a commitment to close the achievement gap</b>	Does not acknowledge the responsibility of school to close gaps; does not consider subpopulations when constructing school learning goals and targets; does not have a plan to close gaps	Achievement data is accessible and shared with a portion of the school community; attempts to target efforts toward closing achievement gaps; uses culturally-relevant methodologies to close gaps; demonstrates emerging progress in closing gaps	Achievement data is accessible to all members of the school community including non-English speaking parents; constructs plan with specific strategies to impact gaps; communicates, monitors and adjust efforts to effectively make progress toward reducing gaps; models and builds the capacity of school personnel to be culturally competent and to implement socially just practices; demonstrates improvement in closing identified gaps	Is proficient AND successfully keeps the work of closing gaps at the forefront of intention for staff and community members; assumes responsibility for closing gaps; builds capacity in staff members and others to advance learning for students; has deep knowledge and understanding of the nature of gaps that exist at the level of group and at the level of individual students who are not reaching full learning potential
<b>8.3 Provides evidence of growth in student learning*</b>	Achievement data from multiple sources or data points show no evidence of student growth toward the district's learning goals; there are growing achievement gaps between student subgroups	Achievement data from multiple sources or data points shows minimum evidence of student growth toward the district's learning goals for identified subgroups of students	Achievement data from multiple sources or data points show evidence of improving student growth toward the district's learning goals; the average achievement of the student population improves as does the achievement of each subgroup of students identified as needing improvement	Achievement data from multiple sources or data points show evidence of consistent growth toward the district's learning goals; there is a consistent record of improved student achievement, on multiple indicators, with identified subgroups of students

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