

LEADS 2.0 Principal Rubric

Domain 1: School Organization & Management			
A. Organizational Focus			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
There is no focus. Or The focus is not aligned to the work of the school.	Is moving towards development of a collaborative vision, mission & core values statements. References the organizational focus occasionally. The collective focus sometimes serves as a tool for monitoring, celebrating and/or revising for continuous improvement.	Leads development of a collective focus including a collaborative vision, mission & core values statements. References the organizational focus often. The collective focus serves as a tool for monitoring, celebrating and/or revising for continuous improvement.	Facilitates one or more: Commits to a collective agreement on what matters & what should be done. Working together has few issues.
B. School Plan			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
The school plan with procedures is not complete. Or The plan with procedures that is used is not appropriate, fully developed or provided and accessible.	Collaboratively developing a logical & strategic school plan with procedures aligned to district policies. The plan is responsive to some stakeholder input concerning students. The plan is being designed to give direction for increasing student growth. Plans are being made to measure success, monitoring, transparency & relevance.	Implementing a collaboratively developed logical & strategic school plan with procedures aligned to district policies. The plan is responsive to stakeholder input concerning students. The plan is designed to give direction for increasing student growth. The measures of success are planned, monitored, transparent & relevant.	<i>Facilitates one or more:</i> Faculty & Staff believe the plan is reasonable for implementation. Resources & expertise needed for success have been considered and are part of the available plan. The plan is created with flexibility allowing for reasonable adjustments which meet student needs. Implementation is monitored consistently.

C. Time Management			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Poor personal or organizational time management exists. Or Is not prepared to lead or participate in activities due to poor organization or planning. Or The master schedule is not properly designed resulting in wasted time or confusion.	Some of the school master schedule is based on building or adult convenience. The schedule includes some components of the school's teaming structure. Some of the systems and schedules are in place when school begins. Working to organize and manage personal and organizational time.	The school master schedule is based on student learning needs, not on building or adult convenience. The schedule includes the school's teaming structure. Systems and schedules are in place when school begins. Organizes and manages personal and organizational time.	<i>Facilitates one or more:</i> Has a regular daily schedule (with few exceptions). Realistic about what s/he can do; what should be done by others, and what really doesn't need to be scheduled. Delegates & asks for help when needed. Open door time is scheduled. A closed-door time focusing on administrative work is included.
D. School Resource Management			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
The principal does not accept responsibility for the handling of school resources. Or The principal allows others to do this work without direction or accountability.	Working towards a systemic approach to plan for existing educational resource use and discretionary resources according to student learning needs. Tools and strategies are being developed to support flexibility and accountability in this work.	Uses a systemic approach to plan for educational resource use and discretionary resources according to student learning needs. Tools and strategies are used to support flexibility and accountability in this work.	<i>Facilitates one or more:</i> Considers both classroom needs and the overall health and well-being of the school. The principal is proactive in communicating needs and seeking additional resources.
E. Shared Leadership & Responsibility			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Practices with sole authority for leading the school. Or Does not increase the leadership capacity of others. Or Assigns accountability and/or errors to others.	Realizes the importance of being responsible for establishing and maintaining a system of distributed leadership. Uses existing expertise to share responsibilities with some faculty and staff to improve student learning and growth. Leadership capacity of some staff members is being developed. Issues are sometimes addressed collaboratively.	Assumes responsibility for establishing and maintaining a system of distributed leadership. Uses existing expertise to share responsibilities with all faculty and staff to improve student learning and growth. Leadership capacity of many staff members is being developed. Issues are addressed collaboratively.	Training and job-embedded learning guide improvement. Teams are proactive in contributing to resolution of issues, sharing what works, and being accountable.

Domain 2: School Culture & Climate			
A. Safe & Orderly			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Safety & security needs of those in the school or community are not addressed. Or Appropriate plans for emergencies do not exist. Or School and/or community do not perceive the school as safe and/or orderly.	A system for maintaining physical facilities is in place; however, cleanliness and repairs are inconsistent. The school's safety plan is current and meets some of the requirements. Emergency drills are sometimes practiced and documented. Some school and local community members are confident the school is 'safe and orderly'.	Physical facilities are clean and in good repair leading to a sense of order. The school's safety plan is current and meets all requirements. Emergency drills are practiced and documented. The school and local community members are confident the school is 'safe and orderly'.	Leadership stays current on best practice for school safety. School & community collaborate on crisis interventions, responses, and recovery. The school & community believe strongly that the school is safe and orderly.
B. Change Leadership			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
The principal does not see change as necessary. Or Believes others are improving instruction. Or Is insensitive to the process or effects of needed instructional change.	Recognizes change needs to happen based on evidence. Seeks guidance in leading change in the school. Is an active learner and welcomes direction and feedback in this process.	Identifies and communicates the need for change based on evidence. An actionable plan for change implementation is collaboratively created and clearly communicated with expectations. Success is shared and leads to established practice and a culture of change.	Personal connections to current practices and practitioners establish confidence in changing deliberate practice and realizing sustained implementation. A collective imperative for improvement which allows collaboration and competition to improve practice.
C. School Discipline System			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
There is not a building level plan for student discipline. Or Students who need help with behavior issues are taken out of the classroom, placed in public areas. They may also be directed to activities which could be considered rewards.	Understands the importance of an established school-wide discipline system that considers the needs of all students, but currently a system with issues exists. Researches resources to positively support students. Most of the time, behavior consequences take students away from learning. Working to ensure that policies, procedures & copies of forms are available in handbooks.	The school-wide discipline system is proactive, clear, and considers the needs of all students. Positive support is in place for students. Most of the time, behavior consequences do not take students away from learning. Behavior expectations & responses to behavior are fair & consistent.	The discipline system defines the roles & responsibilities of staff & administration. Discipline supports & includes, not removes & isolates. Students are taught behavioral expectations and what success looks like.

D. Family & Community Engagement			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Does not seem to be aware of the importance of family & community engagement. Or Families and/or community members are involved in the school without direction or in unproductive ways.	Recognizes the need for implementing a plan to welcome families & community members into the school. A Family and Community Engagement plan is being created or updated. Academics, goals, and supports students need to succeed are inconsistently communicated. Some communication tools and displays up to date.	Welcomes and values families and community members. A current Parent and Family Engagement Plan contains all required content. Communication is provided regarding academics, goals, and supports students need to succeed. Communication tools and displays are kept up to date.	Regular two-way meaningful communication exists. Families are productively involved in learning (for their students and themselves). Family and community engagement is constantly monitored and adjusted as needed.
E. Collaborative Teaming			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Does not recognize the value of proper collaborative teaming and is content with the levels of student achievement. Or Does not provide for collaborative teaming structure.	Teaming structures are inconsistent. Time and expectations for collaboration are either being established and/or inconsistent. Team goals are acknowledged but members work in isolation. An accountability system of teams is being developed.	A teaming structure exists. Teams are purposefully created, time is set aside for collaboration, and collaboration expectations are established. Teams have the same goal, acknowledge, and use individual strengths to respond to student learning needs. Teams are monitored to ensure focus and accountability.	Teams evidence more progress together than has been made individually. Collective decisions and collaboration produces data-based results.

Domain 3: Teaching & Learning			
A. Curriculum			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
The curriculum is not a priority of staff communications. The principal assigns responsibility for ‘what’ should be taught to teachers. Or The suggested curriculum is inappropriate.	Recognizes the importance of a guaranteed and viable curriculum and is working on the alignment to state and distinct priorities. Some staff understand the curriculum and learning standards due to school organization support and instructional leadership. Essential standards are in the process of being determined.	Ensures a guaranteed and viable curriculum and the content to be taught is aligned to state and district priorities. Staff understand the curriculum and learning standards due to school organization support and instructional leadership. Essential standards are determined.	Experts lead teams in prioritizing and properly aligning the curriculum. Consistent monitoring ensures a continued focus on using measurable student learning data.
B. Instruction			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Instructional practices are a responsibility of teachers or teacher leaders. Or Reflection on student learning data is not practiced. Or Instructional time is not protected from disturbances and distractions.	Is working towards developing instructional practices that are effective in meeting student needs. Evidence from monitoring instruction and data on student growth are the basis for addressing some student levels of performance. Some instructional time is lost due to disruptions. Instructional materials are in the process of being aligned to state academic standards with evidence-based strategies.	Ensures instructional practices are effective in meeting student needs. Evidence from monitoring instruction and data on student growth are the basis for addressing all student levels of performance. School instructional time is valued and protected from disruption. Instructional materials are aligned to state academic standards with evidence-based strategies.	Ensures that current best practices allow flexible instruction. Professional conversations reflective of student learning influence teacher practice and student growth.

C. Observations & Ratings			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
An organized system of instructional observations is not established or maintained. Or Observations are punitive or not beneficial. Or There are no attempts to provide aligned professional learning for instructional improvement.	An organized system of teacher evaluation is communicated to some teachers. Some classroom visits result in specific & actionable feedback. Is aware of the importance of peer learning through teaming and observations but no system exists. Some alignment between practices and professional learning exists.	An organized system of teacher evaluation is clearly communicated to teachers. Classroom visits are frequent, resulting in specific & actionable feedback. Observation protocols are followed. The principal promotes peer learning through teaming and observations. Ensures alignment between classroom practices and professional learning.	Learning walks follow established effective protocols. District academic leaders participate and a collaborative focus for improvement results.
D. Appropriate Instructional Support for all Students			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Additional instructional supports are inconsistent, inappropriate, or non-existent for students. Or Does not assume responsibility for these student services.	Supports classroom strategies & pedagogical methods to meet some student learning needs. Students who learn and develop differently sometimes receive data-informed instructional support. Is developing a system for responding to students' academic needs in a timely manner. Some of the school's plan and activities meet the state's program requirements.	Supports classroom strategies & pedagogical methods to meet all student learning needs. Students who learn and develop differently receive data-informed instructional support. A system for responding to students' academic needs in a timely manner is established. The school's plan and activities meet the state's program requirements.	Makes time for being informed on current instructional support service requirements before conferences. Is active in work at the district level with other building administrators to promote cohesive effective instructional support.
E. Monitoring Student Learning			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Has data but does not utilize in decision-making Or Does not know where to find student data. Or A system for monitoring student data does not exist.	The principal and teacher teams are working towards analyzing timely formative, district, and state assessments to make informed decisions about student learning. Develops a plan for improving student results. Is developing a system for monitoring student data.	The principal and teacher teams analyze timely formative, district, and state assessments to make informed decisions about student learning. Leads teams to discuss strategies and develops a plan for improving student results. Utilizes a system for monitoring student data.	The principal empowers teacher teams to develop and monitor a plan for improving student learning based on multiple data sets. Upon achieving an agreed-upon essential standard on team-developed formative assessments, successful strategies are shared among teacher teams. The principal has a system for monitoring individual student data leading to intervention or extension.

Domain 4: Human Capital Management			
A. Personal Professional Practice			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Is unethical in leadership practices. Or Is not aware of a lack of skill in communicating or learning.	Understands the importance of personal professional practices and welcomes feedback in this area. Leads by sometimes considering students and staff first. Mostly communicates appropriately. Seeks best practices through continuous learning and growth.	Models ethical and professional behavior. Leads by considering students and staff first. Communicates appropriately. Models effective practice through continuous learning and growth.	Has a strong vision of success resulting from personal achievement, character, responsibility, and accountability. Cares about maintaining morale; valuing effective instruction; and maintaining trust & respect for each other.
B. Personnel Management			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Ignores the responsibility of managing personnel. Or Does not promote staff success, or professional opportunities for growth. Or Does not accept responsibility for effective conflict resolution.	Identifies causes for staff turnover and promotes the capacity of some personnel. Student learning needs are reflected in some staff assignments and student placements. Realizes the need to be the facilitator of conflict resolution but follow-up is inconsistent.	Works to ensure an effective staff through turnover management and promotes the capacity of existing personnel. Consideration of student learning needs are reflected in faculty and staff assignments, student placement and retention. Facilitates conflict resolution and maintains consistent follow-up.	Creates and maintains a Staffing Plan based on student learning needs and instructional support for teachers. Seeks and uses the advice of coaches, mentors, and experts in order to improve personnel management.
C. Educator Professional Capital			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Does not place importance on increasing educator skills and capacity. Or Has not evidenced effective interpersonal skills and is unsuccessful in establishing motivation and commitment to improvement.	Understands the importance of improving educator skills in best practices to improve instruction. Is working toward building professional capacity and professional growth plans are developed but support is inconsistent for all educators.	Intentionally creates an effective organization by providing learning in best practices to improve instruction. Is skilled in building professional capacity and ensures professional growth plans are developed and supported for all educators.	Effective practice exists, and the principal realizes additional possibilities for improvement. Understands characteristics of career stages, and takes advantage of existing enthusiasm, commitment, and professional judgment.

D. School Advocacy			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Is not aware of existing school and community issues, which could be improved through school advocacy. Or Is not effective in establishing partnerships to benefit students, families, or the community.	Knows the benefits of school advocacy and is working to learn issues inside the school and surrounding community. Is inconsistent in the promotion of school successes.	Models and encourages positive communication about the school and its work inside the school and surrounding community. Promotes school successes in multiple media formats.	Multiple communication formats have proven to be a great advocacy tool.
E. Contributions to the Profession			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Does not feel responsible for helping to improve educational practices locally or otherwise. Or Assumes helping new educators is being done by others.	Believes in contributing to the profession beyond the local community and is beginning that process. Understands the need to ensure mentoring of aspiring or beginning educators; however, implementation is inconsistent.	Understands and takes advantage of the benefits from existing professional associations. Makes time to guide or mentor aspiring or beginning educators.	Is active in working to improve professional preparation or the development of educators beyond the local school and community. Is actively influencing training for supporting new educators and ensures needed support is available to all beginning educators in the school.