

New Leaders

Principal Evaluation Rubric



New Leaders is a national non-profit organization committed to developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed. Over the past decade, we have trained over 800 school leaders who have made a difference in the lives of over 250,000 students. Based on our experience training leaders and carefully studying the things they do to get better results for students, we have expanded our work to share lessons learned and offer states and districts with tools and strategies to get more excellent leaders into schools and help all principals get better.

In addition to this principal evaluation model, we are developing additional open-source tools for use by states and districts. Visit our website at www.newleaders.org for all of the resources currently available and enter your contact information at the bottom of the page to keep updated.

We gratefully acknowledge the support of America Achieves in developing this model. America Achieves helps communities and states leverage policy, practice, and leadership to build high-quality educational systems and prepare each young person for success in careers, college, and citizenship.

We also gratefully acknowledge the leaders of states and school systems with whom we have partnered on building better principal evaluation systems and whose work informs ours. They include districts in Los Angeles, New Orleans and Newark as well as the states of Connecticut, Indiana, Illinois, Louisiana, Minnesota, and Tennessee.

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Develops a shared vision for high achievement and college readiness for all students

Exemplary

Proficient

Basic

Unsatisfactory

Examples of Evidence

Develops shared vision

Engages stakeholders in the collaborative development of a vision for high student achievement, college readiness and effective adult practice

Engages stakeholders in developing a vision for high student achievement and college readiness

Develops a school vision for high student achievement and provides some opportunities for staff and students to provide input on the school vision

Adopts a vision that lacks a focus on student achievement or college readiness

- Written values and beliefs reflect high expectations for all students
- School vision is clearly articulated and understood by all staff

Implements a shared vision

Inspires all adults and students in the school and community to adopt and enact the vision, builds the capacity of staff to implement effective instructional strategies to achieve the vision; ensures all decisions are aligned to and support the vision

Supports adults and students in the school and community in taking ownership of the vision; works with the leadership team to implement effective instructional strategies to achieve the vision; makes decisions aligned to and in support of the vision

Broadly communicates the vision to adults and students in the school community; identifies instructional strategies that may align to the vision; may consider the vision when making decisions

Makes limited attempts to implement the vision; makes decisions without considering alignment with the vision

- School vision includes a focus on student academic achievement and health social/emotional development
- There is visible alignment between school goals, the instructional program, and the vision

Holds adults and students accountable for demonstrating values and behaviors that align with the school's vision

Implements a code of conduct aligned with school values

Builds the capacity of staff and students to translate the school's values into specific expectations for adults and students; consistently models and teaches the school's values and ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct is consistently and fairly implemented; tracks discipline data to ensure equitable application of positive and negative consequences

Translates the school's values into specific expectations for adults and students; ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct and positive and negative consequences are consistently and fairly implemented

Communicates the school's values to staff and students; implements a code of conduct for students; attempts to fairly apply positive and negative consequences

Sends inconsistent messages about the school's values and behavior/oral expectations; inconsistently applies positive and negative consequences; tolerates discipline violations and allows positive student and staff behavior to go unrecognized

- School-wide code of conduct aligned with district and school priorities is in place and consistently implemented across all classrooms
- A system of positive and negative consequences is consistent with the school values
- Values and behaviors are referenced in daily school structures
- All students are known well by multiple adults
- Students hold one another accountable for student conduct
- Core components of social, emotional, and behavioral supports are in place to support student learning
- School building is clean and safe – all basic facilities are in working order
- Routines and procedures are discussed, and implemented

Maintains a supportive, secure and respectful learning environment

Builds the capacity of staff to support and enhance students' social and emotional development; ensures that each student is valued through systems that foster and facilitate strong connections with other students and adults; continually assesses systems and procedures to ensure the school environment is safe and secure

Works with the leadership team to support students' social and emotional development; respects and values each student in the school and fosters strong connections among students and adults by ensuring that every student has at least one trusting and supportive adult connection; ensures the school environment is safe and secure

Provides some supports for students' social and emotional development; supports meaningful connections between students and adults; manages a school environment that is safe

Provides minimal or inadequate support for students' social and emotional development needs; fails to ensure that the school environment is safe

Implements routines and smooth transitions

Builds the capacity of staff to implement school-wide routines to maximize instructional time, ensure seamless transitions, and maintain focus on achieving the school's vision

Implements routines to maximize instructional time, support smooth transitions and maintain focus on achieving the school's vision

Develops some routines that connect to student achievement or aspiration and make transitions efficient

Allows distractions to interfere with instructional time and timely transitions

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Develops cultural competence and a commitment to equity in adults and students	Publicly models beliefs in the potential of every student to achieve at high levels; creates regular opportunities for staff and student exposure that demonstrate student potential and that emphasize the staff's ability to help students reach their potential	Builds expectation for students, staff, and parents that success is possible for all students and challenges low expectations; confronts adults who display low assumptions about student potential	Asserts belief that all students can achieve at high levels with staff and school community; attempts to learn about and to share successes in an effort to challenge low expectations	Rarely demonstrates confidence in the potential of every student to achieve at high levels; avoids confronting staff who have low expectations for some or all students	<ul style="list-style-type: none"> School is building the capacity of adults to support diverse student needs and diverse groups of students through professional development Adults and students monitor themselves and hold each other accountable for language, attitudes, and behaviors that are offensive or uninformed around racial or cultural differences
Engages in courageous conversations about diversity	Builds the school's collective capacity to engage in courageous conversations about diversity and culture as well as how they may impact student learning; leads staff through a process to understand how their personal experiences shape their interpretation of the world and leads them through a process to identify students' strengths and assets; corrects intolerant statements directed at individuals or groups	Initiates courageous conversations about diversity and culture as well as about how they may impact student learning; provides formal and informal professional development to staff to improve their understanding of how their personal experiences inform their assumptions about students and the school community; corrects intolerant statements directed at individuals or groups	Reactively responds to courageous conversations about diversity and culture, but rarely initiates conversations; provides whole group undifferentiated professional development about working in and supporting a diverse community; attempts to address intolerant statements that intimidate individuals or groups	Avoids courageous conversations about diversity and demonstrates limited awareness of the impact of diversity on student learning; rarely addresses or corrects intolerant statements directed at individuals or groups and does not create an environment that supports all students; rarely addresses policies or practices that systematically exclude groups from participating in the school environment	<ul style="list-style-type: none"> Staff participate in and lead learning experiences where they explore their personal assumptions and their approach to diversity Community conversations about culture and diversity occur regularly
Engages families and communities as partners to enhance student achievement and success					
Welcomes families and community members in to the school	Creates a school-wide culture in which all families and community members are welcomed into the school; shares the school vision for high student achievement with all visitors	Builds the capacity of staff to welcome all family and community members into the school and to share the school's vision for high student achievement with all visitors	Sets expectations for staff on the process/tone for welcoming families and community members into the school	Rarely or inconsistently welcomes families or community members into the school	<ul style="list-style-type: none"> Families say they feel included and invested in the school Families are given strategies and tools to support student learning outside the school day Families have multiple ways to communicate with staff
Openly communicates about student learning	Builds the capacity of staff to implement multiple structures to meaningfully communicate with and engage families and the community in achieving school-wide academic goals and priorities; supports staff members in developing and sharing nuanced key messages and ensures that there is consistent messaging across the school	Shares explicit information about student learning expectations with families and the community and identifies specific ways they can participate in and support their children's learning; supports staff members in sharing nuanced key messages and ensures that there is consistent messaging across the school	Communicates key information about student learning to families and the community and identifies some ways they can support children's learning; shares key messages for all staff members to share to establish consistent messaging	Rarely makes time to communicate with families or the community about student learning	<ul style="list-style-type: none"> Consistent communication between families and school are present Communications from families and stakeholders are responded to in a timely manner, with appropriate tone, and with a tailored message

Exemplary

Proficient

Basic

Unsatisfactory

Examples of Evidence

Implements rigorous curricula and assessments tied to both state and college-readiness standards

<p>Implements curricula aligned to state or national college-readiness standards</p>	<p>Builds the capacity of staff to effectively develop, adapt, and implement rigorous curriculum aligned to Common Core and state standards to effectively address all students' learning needs</p>	<p>Engages the leadership team and other key staff in developing, adapting, and implementing curriculum aligned to Common Core and state standards to meet student learning needs</p>	<p>Develops and supports the implementation of standards-based curriculum; attempts to align to Common Core and state standards to meet student learning needs</p>
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Supports staff use of a curriculum that is not aligned to college readiness standards

- Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college readiness track
- Instructional decisions throughout the year, including student grouping/differentiation and targeting for interventions, are based on periodic assessments, classroom tests, and teacher designed tests

Supports the development and implementation of standards-based lesson and unit plans

Builds the capacity of staff to analyze standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; implements ongoing systems to review and improve unit and lesson plans based on student outcomes

Leads analyses of standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; oversees revisions to unit and lesson plans based on student outcomes

Encourages teachers to analyze standards, curricula, and aligned assessments to develop and implement their own lesson and unit plans; adjusts some unit and lesson plans based on student outcomes

Supports staff use of misaligned lesson and units that are disconnected from year-end goals; rarely adjusts lesson or unit plans based on student outcomes

- Lesson plans, unit plans, and curricular materials demonstrate curriculum coordination and alignment to Common Core content standards
- Rigorous course content is accessible to all students

Implements high-quality, effective classroom instructional strategies that drive increases in student achievement

Implements effective instructional strategies to meet student learning needs

Builds the capacity of staff to effectively implement a variety of rigorous strategies and pedagogical methods that meet student needs and drive student learning; adapts instruction and assessments to ensure that all students master content

Supports staff in effectively implementing a variety of rigorous strategies and pedagogical methods that are meet to student needs and drive student learning; adapts instruction and assessments to ensure that all students master content

Provides staff limited support in the use of instructional strategies that support student learning; identifies adaptations to instructional practices and assessments with limited implementation

Rarely ensures instructional strategies support student learning; rarely adapts instructional practices

- Throughout the school, classroom activities engage students in cognitively challenging work that is aligned to the standards
- Instructional staff (teachers, coaches, and administrators) have a broad repertoire of pedagogical approaches that they effectively incorporate into lesson plans

Monitors multiple forms of student level data to inform instructional and intervention decisions

Tracks student level data to drive continuous improvement

Uses multiple sources of quantitative and qualitative data to assess and monitor instruction; creates systems for consistent monitoring and frequent collection of data and uses data appropriately to identify student outcome trends; prioritize needs, and drive continuous improvement

Uses multiple sources of data to monitor instruction, identify student outcome trends, and prioritize needs; creates system for consistent data monitoring and uses data to inform continuous improvement

Uses limited forms of data and does not ensure consistent collection of data for analysis; draws conclusions about instruction with limited data

Inconsistently uses data to evaluate instruction; rarely uses data appropriately to identify trends or prioritize needs

- Instructional decisions throughout the year are based on student outcome data
 - Student performance data is readily available and can be organized by cohort, grade, subject, sub-group, etc.
 - Elementary students who are not yet proficient (basic) are identified and supported to ensure they make progress
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	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
<p>Supports data-driven instruction</p>	<p>Builds the capacity of staff to effectively and consistently use multiple sources of qualitative and quantitative data to identify content that students did not learn and guide grouping and re-teaching; holds teachers accountable for analyzing student work and learning data; builds the capacity of staff to create structured data meetings</p>	<p>Supports and develops staff ability to analyze qualitative and quantitative data to identify content that students did not learn and guide grouping and re-teaching strategies; holds teachers accountable for analyzing student work and learning data; implements structured data meetings</p>	<p>Attempts to develop staff ability to analyze data to identify content that students did not learn and guide grouping and re-teaching strategies; inconsistently holds teachers accountable for analyzing student work and learning data</p>	<p>Rarely supports staff's use of data to guide grouping or re-teaching strategies; inconsistently holds teachers accountable for analyzing student work or learning data</p>	<ul style="list-style-type: none"> Secondary student performance is closely tracked to ensure that they remain "on track" to graduate in four years Data is used and reviewed in every teacher team meeting to improve instruction, to determine differentiation, and to drive re-teaching Staff monitor student progress through frequent checks for understanding Students receive rapid, data-driven interventions matched to current needs Intervention assignments and schedules are frequently updated to reflect student needs and progress
<p>Uses disaggregated data to inform academic interventions</p>	<p>Engages all staff in analyzing disaggregated student-specific data to determine appropriate differentiations and interventions based on individual students' learning needs that will close achievement gaps; works with staff to use data to make frequent updates to the intervention plan for students or sub groups not making progress</p>	<p>Focuses staff on analyzing disaggregated student-specific data to determine appropriate differentiations and interventions; uses data to make updates to the intervention plan for students or sub groups not making progress</p>	<p>Provides limited differentiation in instruction and implements academic interventions for high need students; implements limited adjustments to interventions</p>	<p>Rarely attempts to ensure that instruction is differentiated based on student need or that students receive appropriate interventions</p>	

Recruits, hires, assigns, and retains effective staff

Exemplary

Proficient

Basic

Unsatisfactory

Examples of Evidence

Recruits and selects effective teachers
Identifies multiple pipelines within and beyond the district for high quality recruits; engages all staff in developing and implementing clear, specific selection criteria and hiring processes; proactively identifies vacancies to inform selection; fills vacancies early to ensure the school has a diverse expertise and skill set; builds the capacity of staff to lead and participate in selection, hiring, and induction processes

Identifies recruits within and beyond the district for high quality recruits; develops clear selection criteria and hiring processes; identifies and fills vacancies early to ensure the school has diverse expertise and skill set; involves teacher leaders and the leadership team in selection, hiring and induction processes

Utilizes district resources to identify high quality recruits; drafts a basic criteria for selecting and hiring staff; includes some members of the leadership team in selection and hiring processes

Ineffectively utilizes district resources to identify recruits; implements selection criteria that differs by applicant; rarely involves others in the hiring or selection process

- Selection process is managed by the leadership team and includes input from other key stakeholders
- School has intensive recruitment, selection (demo lesson, formal interview, interview with a panel of stakeholders), induction and mentoring processes for any new staff
- Selection and assignment processes match staff to specific positions based on skill

Strategically assigns teachers
Strategically places teachers in grade levels and content areas based on their skills, strengths and qualifications; assigns highly-effective teachers to students most in need; capitalizes on the strengths of existing staff by teaming them with new teachers

Places teachers in grade level and content areas based on their qualifications and demonstrated effectiveness

Places teachers in grade level and content areas based on qualifications

Rarely assesses qualifications when placing teachers; allows teachers to remain in specific grades regardless of their impact

- Each staff position has clear performance expectations aligned with school mission and school-wide expectations for instruction and culture
- Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning

Retains effective teachers
Reviews all available data including evaluation outcomes to identify and recognize effective and high potential teachers; consistently retains effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest

Reviews available data including evaluation outcomes to identify and recognize effective teachers; retains effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest

Designs a retention strategy informed by teacher evaluations; attempts to retain effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest

Does not make an effort to retain or recognize effective teachers

- High percentage of teachers rated effective stay in the school

Increases teacher effectiveness through professional learning structures

Collects high quality observational data
Builds and develops the capacity of the leadership team to conduct frequent, formal and informal observations to collect evidence of teacher practice; tailors teacher observations to the needs of each teacher and to school-wide initiatives

Conducts frequent formal and informal observations to collect evidence of teacher practice; tailors teacher observations based on teacher need

Designs a classroom observation approach to gather evidence of teacher practice with limited implementation; attempts to differentiate observations based on teacher need

Observes teachers when they request a formal observation; rarely gathers evidence of teacher practice

- Leadership team members conduct frequent observations and provide feedback to staff on instructional practices with follow up to ensure improvement
- Evidence of teacher practice is gathered through classroom observations and in informal interactions with students, staff, and families

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	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Provides actionable feedback	Provides continuous individualized actionable feedback based on evidence collected from observations and student learning data; monitors teachers to ensure feedback is incorporated into teacher practice; develops inter-rater reliability with the leadership team by co-observing	Provides frequent individualized actionable feedback based on evidence collected from observations and student learning data; ensures feedback is incorporated into teacher practice	Provides high level feedback using either observational or student learning data; attempts to ensure feedback is incorporated into teacher practice	Provides limited, confusing feedback to teachers based on limited data	<ul style="list-style-type: none"> Instructional feedback builds effective teacher practice and observable changes in teacher practice Teachers are taught how to use a variety of instructional strategies Teacher-driven professional development focuses on student learning challenges and progress toward goals and includes teacher team meetings and peer visitations

Coaches and implements learning structures	Develops and implements a system for professional learning opportunities and coaching; tailors supports to teachers' learning styles and growth needs; monitors struggling teachers through targeted improvement plans	Provides professional learning opportunities and coaching; differentiates professional learning sessions to meet teachers' learning styles and growth needs; supports struggling teachers through targeted improvement plans	Facilitates undifferentiated, group-based professional learning and implements some targeted supports for struggling teachers	Does not lead or provide regular or appropriate learning opportunities for teachers	
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Completes rigorous evaluations of instructional staff for continuous improvement and accountability for results

Conducts rigorous evaluations	Implements and monitors a rigorous, consistent evaluation system aligned to district requirements; ensures final evaluation ratings are evidence driven and incorporate multiple examples of student outcomes and teacher practice	Implements a consistent evaluation system aligned to district requirements; incorporates evidence of student outcomes and teacher practice in final evaluation ratings	Oversees an evaluation system aligned to district requirements; incorporates some evidence of student outcomes and teacher practice to determine final evaluation ratings	Completes required staff evaluation documentation based on limited evidence; rarely incorporates student outcomes or evidence of teaching practice	<ul style="list-style-type: none"> Rigorous evaluation process is completed for every teacher Evaluation process, measures and targets are established at the beginning of the year Staff is aware of evaluation components, timeline and processes
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Trains, develops, and supports a high-performing instructional leadership team

Provides leadership opportunities	Actively provides meaningful leadership opportunities to effective teachers; mentors and supports teacher leaders and leadership team members in leading other adults; communicates a clear leadership trajectory to those teachers with the most leadership potential	Identifies effective teachers and provides them with leadership opportunities; supports the development of teacher leaders and leadership team members	Provides leadership opportunities to teachers who express interest; attempts to support their development in leading other adults	Rarely provides leadership opportunities	<ul style="list-style-type: none"> Multiple staff members serve as instructional leaders in the school Staff members proactively assume leadership roles Leadership team is comprised of fully aligned and highly skilled staff Leadership team focuses on frequent discussions of student learning to target key instructional needs
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Develops a highly-effective leadership team	Establishes an effective leadership team with a relentless focus on student learning; selects highly-effective teachers and ensures the team has a variety of skill sets; builds the capacity of the team to oversee complex projects; lead teacher teams and conduct teacher observations	Establishes a leadership team made up of highly-effective teachers with a range of skill sets; works with leadership team members to lead teacher teams and conduct teacher observations	Defines the role of the leadership team and selects some members based on skill; develops a plan to and attempts to support the leadership team	Allows ineffective or misaligned staff to serve on the leadership team; rarely provides support to the leadership team	<ul style="list-style-type: none"> Leadership team consistently models and enforces school-wide philosophy, core values, and responsibility and efficacy
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Identifies school-wide priorities, sets ambitious student learning goals and implements an aligned strategic plan

Exemplary

Proficient

Basic

Unsatisfactory

Examples of Evidence

Gathers and analyzes data from multiple sources to inform decisions
Builds the capacity of staff to collaboratively and continuously analyze summative and interim student learning outcomes, predictive indicators, and school practices to diagnose the current state of the school and to inform decision-making processes

Engages school leaders in a comprehensive diagnosis of the school's strengths and growth areas by analyzing student outcomes and school practices to diagnose the current state of the school and to inform decision-making processes

Confers with a subset of the leadership team to review summative student achievement results and selected school practices but omits key data that would support an accurate diagnosis of the school

Completes a cursory review of the school's weaknesses using annual student achievement results

- Protocols and processes to diagnose the current state of the school (including review of data, school practices, and instructional practices) are clear and transparent to all staff

Sets school-wide priorities and classroom-based student learning goals
Engages all staff in setting school priorities and goals based on student learning data and school vision; builds the capacity of staff to establish grade level targets using disaggregated data

Sets school priorities and goals based on student learning data and school vision; engages staff in developing grade level targets using disaggregated data

Sets school priorities and goals based on limited achievement data and informs teachers of the targets for their classrooms

Identifies school priorities and goals that are unrelated to student learning data and sets baseline student learning targets

- Each grade and sub-group have specific student outcome targets, clear milestones, and benchmarks to track student outcomes and school practice implementation
- Strategic plan priorities are public – stakeholders share a common understanding of short and long term milestones and goals

Develops and implements strategic plans
Engages all staff in developing and implementing a detailed strategic plan that describes weekly and monthly milestones and strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets

Develops and implements a strategic plan that identifies weekly and monthly milestones and describes strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets

Drafts a strategic plan that identifies monthly milestones and some strategies for effective instruction to support students in working toward learning targets

Rarely shares school priorities or baseline student learning goals with staff; rarely formalizes strategies or plans to reach school priorities or goals

- Teacher leaders and members of the leadership team focus weekly discussions on student learning outcomes
- Leadership team creates short- and medium- term action plans to address on-going areas of concern and celebrates areas of success

Monitors progress toward goals
Supports staff ownership of and accountability for monitoring progress toward student learning goals; builds the capacity of staff to use disaggregated formative and summative data and other leading indicators to monitor, track, and review progress, systematically adjusting strategies where needed

Develops and implements systems to track and analyze disaggregated formative and summative data and other leading indicators to monitor progress toward student learning goals; implements revised strategies as supported by the data

Periodically reviews data but shows limited ability to adjust strategies and practices in order to reach goals

Monitors annual student data but does not relate it to progress toward student learning or use it to inform adjustment to classroom strategies

Organizes school time to support all student learning and staff development priorities

Implements a year-long calendar
Institutionalizes a shared yearlong calendar that is aligned to school goals and prioritizes data-driven instruction cycles, professional learning sessions, and leadership team meetings; builds the capacity of staff to monitor the implementation of the school-year calendar

Creates a school calendar that is aligned to school goals and prioritizes data-driven instruction cycles, professional development, and leadership team meetings; builds the capacity of staff to implement the school-year calendar

Establishes a basic calendar of instructional time and some professional development activities with limited implementation

Drafts a school year calendar that changes frequently and without warning and that allots time for tasks that are not aligned with school goals

- Detailed daily/weekly schedule of classes, student interventions, teacher team meetings, and PD sessions are public and managed by leadership team members
- Every moment of available time – in and out of the traditional school day – is focused on increasing student achievement

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Organizes school time to support all student learning and staff development priorities

Exemplary

Proficient

Basic

Unsatisfactory

Examples of Evidence

<p>Implements a consistent school-day schedule</p> <p>Systematically implements a daily schedule that prioritizes student access to rigorous course content, teacher team meetings, and teacher-peer observations within and across grade levels; ensures the daily schedule includes time for interventions</p>	<p>Implements a daily schedule focused on student access to rigorous course content; teacher team meetings; and teacher-peer observations; includes time for interventions</p>	<p>Sets a daily schedule that allots time for student learning and periodic teacher team meetings</p>	<p>Drafts a daily schedule that changes frequently and minimizes opportunities for teacher team meetings</p>	<ul style="list-style-type: none"> School calendar of professional development, interim assessments and re-teaching is in place Daily/weekly schedules create adequate time for all student interventions and adult development and are flexible enough to adjust to new priorities and needs
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<p>Effectively manages professional time</p> <p>Strategically plans own daily schedule to address instructional leadership priorities that support the on-going development of teacher quality; effective staff collaboration; review of data; and other school-wide priorities; builds in time to reflect on their own practice to identify areas for growth</p>	<p>Sets own daily schedule to address instructional leadership priorities that support the on-going development of teacher quality; review of data and other school-wide priorities; builds in time to reflect on their own practice</p>	<p>Sets own daily schedule to address instructional leadership but is inconsistent on how time is spent; is sometimes distracted by activities that could be delegated to others</p>	<p>Rarely plans out own time in advance and neglects to protect time for instructional leadership priorities; is frequently distracted by activities that could be delegated to others or that are low priorities</p>
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Allocates resources to align with the strategic plan

<p>Aligns and manages the school's resources</p> <p>Creatively leverages and maximizes school and district resources, and is relentless in actively accessing additional resources that align to strategic priorities</p>	<p>Allocates all resources in alignment with school priorities and seeks external resources to fill any existing gaps</p>	<p>Distributes the school's resources based on priorities while learning about the possibilities for accessing alternate district resources to support school goals</p>	<p>Allocates resources to initiatives that do not align with school goals and does not seek or leverage available district resources</p>	<ul style="list-style-type: none"> Finances and other resources are aligned with strategic priorities Aligned external partners are identified and accessed to supplement available resources
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Exemplary

Proficient

Basic

Unsatisfactory

Examples of Evidence

Demonstrates self-awareness, reflection, ongoing learning, and resiliency in the service of school-wide continuous improvement

Demonstrates self-awareness, reflection, and on-going learning
Models and builds the capacity of staff to constantly seek feedback on their own practice, self-reflect, and adapt their leadership practice; takes advantage of multiple learning opportunities aligned with student needs; accepts personal responsibility for mistakes and uses them as learning opportunities

Proactively seeks feedback, self-reflects, and adapts own leadership practice; engages in learning opportunities aligned with student needs; accepts personal responsibility for mistakes

Demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to own leadership practice; seeks some learning opportunities aligned with student needs; accepts partial responsibility for mistakes

Unwilling to accept feedback and adjust leadership practice; resistant to participating in learning opportunities or accepting responsibility for mistakes

- Message about goals or possibility does not change in moments of challenge or adversity
- Shares personal failures and the lessons learned from them
- Continuously reflects on performance, seeks feedback, and actively pursues opportunities to improve personal leadership and the school

Demonstrates resiliency in the face of challenge

Builds the capacity of staff to relentlessly maintain the focus of all conversations and initiatives on improving student achievement and finding solutions despite adversity; actively identifies solutions and remains focused on solutions when faced with set-backs; capitalizes on challenges as opportunities to grow and develop themselves and their staff

Persistently maintains staff focus on improving student achievement despite adversity; identifies solutions when faced with set-backs; supports staff growth and development in the face of challenges

Maintains personal belief in the potential for improving student achievement, but may struggle when faced with adversity; attempts to remain solutions oriented; partners with a limited number of staff to respond to challenges as they arise

Reacts with visible frustration to challenges and setbacks; easily loses focus on improving student achievement; rarely demonstrates a solutions orientation

- Takes initiative and remains solutions-oriented at all times to move the work of the school forward
- Staff is aware of and can share missteps, mistakes, tactics that were unsuccessful, and how they were used as learning opportunities

Constructively manages change with the ultimate goal of improving student achievement

Manages and adapts to change

Facilitates opportunities for staff to raise questions, doubts, and feelings about change and to adapt to change; builds the capacity of staff to embrace and support changes that are in the best interest of the students; proactively manages reactions to change and capitalizes on forward moving momentum

Positively supports staff as they raise questions, doubts, and feelings about change; and as they adapt to change; embraces changes that are in the best interest of the students; anticipates reactions to change and initiates forward moving momentum

Provides minimal time for staff to process or adapt to change; supports changes that may be in the best interest of the students; understands that change could raise emotions and attempts to support staff

Passively manages school change while ignoring the role change may have on the school community and rarely provides support to staff during times of change

- Staff are supported through change processes
- School improvement outlines multiple tactics and strategies that can be adapted to reach identified goals
- School improvement plan and long-term school wide goals are not lowered or adjusted based on negative feedback or because of current or past challenges in making progress

Communicates openly and clearly based on the situation, audience, and needs

Implements a communication plan

Builds the capacity of staff to develop and implement a communication plan connected to the school goals that leverages diverse perspectives; identifies key messages for all audiences; uses multiple communication mediums and timelines; and effectively engages the support of all stakeholders

Develops and implements a communication plan connected to the school goals that incorporates diverse perspectives; identifies key messages for all audiences; uses multiple communication mediums; and shares the school vision with all stakeholders to engage their support

Develops an initial communication plan that describes the school vision to some key stakeholders; listens to the diverse perspectives of stakeholders but makes limited connection to school goals

Provides limited information about school progress to all stakeholders; does not have conversations about school goals with stakeholders

- All staff are treated with respect and various viewpoints are dealt with quickly and efficiently
- School staff development plan addresses difficult conversations to improve and enhance student learning
- Principal reacts to difficult moments or feedback in calm and positive ways

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	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
<p>Communicates with stakeholders</p>	<p>Implements effective two-way communication structures with district/system managers and all stakeholders; strategically focuses conversations on school goals and values; builds the capacity of staff to lead and participate in conversations and to tailor messages to the intended audience</p>	<p>Conducts and supports effective two-way communication with all stakeholders; strategically engages stakeholders in conversations about school goals and values; works with the leadership team to lead conversations and tailor messages to the intended audience</p>	<p>Creates systems to share information with stakeholders; hosts conversations with stakeholders about school goals; supports staff in developing their communication skills</p>	<p>Rarely engages stakeholders in meaningful conversations about the school; rarely communicates the school's goals with stakeholders; rarely supports development of communication skills among staff</p>	<ul style="list-style-type: none"> Differentiates communication style and has demonstrated a positive and appropriate rapport with students, staff, families, and community members Systems, processes, and structures are in place to share the current state of the school and solicit feedback Leadership team participates in professional development to learn and practice active listening skills



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New Leaders is working to address the national crisis in urban public education by selecting and preparing outstanding leaders and supporting the performance of the urban public schools they lead at scale. New Leaders has set clear goals and strategies to help schools led by New Leader Principals succeed while also supporting the success of our partner school systems and, over time, education practitioners and policymakers nationwide. Our strong focus on our mission and long-term goals is allowing New Leaders to make a powerful contribution toward our vision that one day every student will graduate from high school ready for college, career, and citizenship.

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