

Site Administrator Evaluation Form

Name _____ Position _____ School _____
 School Year _____ Evaluator _____ Title _____

Novato Unified School District Site Administrator Evaluation is based, in part, on a formal discussion of performances and conferences conducted on the following dates:

Site Visit Dates	Conference Dates	Site Administrator's Signature	Evaluator's Signature

Formal Evaluation Date: _____

Summary Evaluation Conference date _____

Novato Unified School District (NUSD) is an innovative and effective educational system that provides diverse academic experiences to meet individual student needs, and challenges students to realize their educational potential. In order to reach its vision for "Achievement for All," NUSD must have effective teachers in every classroom and effective site administrators in every school. In January of 2011, the NUSD Certificated Evaluation Committee, made up of teacher leaders, site administrators and district staff, was formed to redesign the District's evaluation system to advance effective school leadership and teaching while maximizing student learning. NUSD also hired Pivot Learning Partners to facilitate the process and provide expertise, guidance, consultation and research and writing services to the Committee. After a comprehensive external scan of the research and literature on effective evaluation systems and an internal assessment of NUSD's current system, the Committee developed frameworks which define NUSD's effective teaching and leadership, rubrics aligned to those frameworks, and evaluation forms used to appraise teaching and leadership in the district.

By defining the standards from which NUSD's site administrators will be evaluated, NUSD's Framework for Effective Leading and Learning (see page 11 for more details) is the foundation of NUSD's pilot evaluation system for site administrators. The Committee identified six overarching performance standards for effective leadership: (1) cultural; (2) strategic; (3) instructional; (4) managerial; (5) human resource; and (6) professional. The Committee then developed a corresponding rubric that provides detailed descriptions of each of the six standards (see page 13 for a copy of the rubric). These descriptions are scaled across the following five categories:

- **Distinguished:** Site administrator consistently met and significantly exceeded performance standards. To be considered a distinguished, the school leader must meet all of the descriptions under the proficient category and those in the distinguished category.
- **Proficient:** Site administrator consistently met performance standards.

- **Developing:** While the site administrator did not meet all of the performance standards and/or inconsistently met those standards, he/she demonstrated adequate growth toward meeting those standards during the period of performance.
- **Ineffective:** Site administrator did not meet performance standards and did not demonstrate growth towards meeting those standards.
- **Not observed:** Evaluator did not observe this performance standard during the course of the observation

The written material in this document was informed by the following researchers, organizations and school districts: District of Columbia Public Schools, Charlotte Danielson (*Framework for Teaching*), Montgomery County (MD), Los Angeles Unified School District, the CA Commission on Teacher Credentialing, the California Department of Education (*CA Standards for the Teaching Profession and CA Professional Standards for Educational Leaders*), WestEd (*Descriptions of Practice of the CPSELs*), Denver Public Schools, Cincinnati Public Schools, Vanderbilt Assessment of Leadership in Education, New Leaders for New School (*Principal Leadership Actions Rubric*), and the North Carolina State Board of Education (*Rubric for Evaluating North Carolina School Executives*).

Name _____ Position _____ ID# _____
 School _____ School Year _____
 Evaluator _____ Title _____

**Standard #1: Cultural Leadership:
 Demonstrates knowledge and understanding of school context and culture**

	<i>Distinguished</i>	<i>Proficient</i>	<i>Developing</i>	<i>Ineffective</i>	<i>Not Observed</i>
Practices					
A. Demonstrates knowledge and understanding of school context and culture in decision-making processes.	<input type="checkbox"/>				
B. Works collaboratively with key stakeholders to build a framework for student achievement (vision, mission, core values, measurable goals, improvement strategies, and indicators of success) that reflect the school's context and culture.	<input type="checkbox"/>				
C. Establishes a culture of collaboration, and involves stakeholders in decision-making processes.	<input type="checkbox"/>				
D. Develops strong commitment on the part of all stakeholders to help all students meet high standards.	<input type="checkbox"/>				
Overall Rating for Standard #1	<input type="checkbox"/>				

Comments:

Recommended actions for continuous improvement:

Standard #2: Strategic Leadership:
Builds systems, structures, and processes that support success for all students

	<i>Distinguished</i>	<i>Proficient</i>	<i>Developing</i>	<i>Ineffective</i>	<i>Not Observed</i>
Practices					
A. Builds an effective framework for promoting student success that includes a vision, mission, core values, measurable goals, improvement strategies, and indicators of success.	<input type="checkbox"/>				
B. Effectively uses data to monitor, track and review progress on school improvement plan and adjust strategies where needed.	<input type="checkbox"/>				
C. Demonstrates growth in student achievement for all students and subgroups, and closing the achievement gap.	<input type="checkbox"/>				
D. Maintains high level of school attendance, promotion, and graduation (if applicable).	<input type="checkbox"/>				
Overall Rating for Standard #2	<input type="checkbox"/>				

Comments:

Recommended actions for continuous improvement:

**Standard #3: Instructional Leadership:
Displays strong instructional leadership**

	<i>Distinguished</i>	<i>Proficient</i>	<i>Developing</i>	<i>Ineffective</i>	<i>Not Observed</i>
Practices					
A. Models and supports effective instructional practices which support achievement of the standards by all students.	<input type="checkbox"/>				
B. Helps staff identify the essential standards which are important for all students to master.	<input type="checkbox"/>				
C. Builds instructional leadership teams and professional learning communities, which use data to improve practice.	<input type="checkbox"/>				
D. Implements consistent quality classroom routines and instructional strategies.	<input type="checkbox"/>				
E. Establishes and maintains a standard in which high expectations are the norm for students and staff.	<input type="checkbox"/>				
F. Keeps staff, parents, and students focused on student learning.	<input type="checkbox"/>				
G. Maximizes the use of student learning time.	<input type="checkbox"/>				
Overall Rating for Standard #3	<input type="checkbox"/>				

Comments:

Recommended actions for continuous improvement:

**Standard #4: Managerial Leadership:
Organizes and manages the school to achieve school- and district-wide goals**

	<i>Distinguished</i>	<i>Proficient</i>	<i>Developing</i>	<i>Ineffective</i>	<i>Not Observed</i>
Practices					
A. Leverages and monitors budgets, resources and technologies to achieve goals.	<input type="checkbox"/>				
B. Sustains a safe, efficient, clean, well-maintained, and productive school environment that supports student learning.	<input type="checkbox"/>				
C. Effectively and efficiently manages the complexity of human interactions, so that the focus of the school is on improving student achievement.	<input type="checkbox"/>				
D. Designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.	<input type="checkbox"/>				
E. Develops and enforces expectations, structures, rules, and procedures for students and staff.	<input type="checkbox"/>				
F. Manages time effectively to support all instructional and staff development priorities.	<input type="checkbox"/>				
Overall Rating for Standard #4	<input type="checkbox"/>				

Comments:

Recommended actions for continuous improvement:

**Standard #5: Human Resources Leadership:
Builds the capacity of staff to help all students meet high standards**

	<i>Distinguished</i>	<i>Proficient</i>	<i>Developing</i>	<i>Ineffective</i>	<i>Not Observed</i>
Practices					
A. Recruits, hires, appropriately assigns, and retains highly effective teachers and other staff.					
B. Connects staff evaluations to professional growth.					
Overall Rating for Standard #5					

Comments:

Recommended actions for continuous improvement:

**Standard #6: Professional Leadership and Growth:
Demonstrates high standards for personal and professional behavior**

	<i>Distinguished</i>	<i>Proficient</i>	<i>Developing</i>	<i>Ineffective</i>	<i>Not Observed</i>
Practices					
A. Models personal and professional ethics, integrity, justice, and fairness, and expects the same behaviors from others.	<input type="checkbox"/>				
B. Maintains an active professional growth plan.	<input type="checkbox"/>				
C. Leader proactively identifies solutions both anticipating and responding to opportunities and challenges.	<input type="checkbox"/>				
Overall Rating for Standard #6	<input type="checkbox"/>				

Comments:

Recommended actions for continuous improvement:

Site Administrator Summary Rating Form

	<i>Distinguished</i>	<i>Proficient</i>	<i>Developing</i>	<i>Ineffective</i>	<i>Not Observed</i>
Standard #1: Cultural Leadership: Demonstrates knowledge and understanding of school context and culture.					
A. Demonstrates knowledge and understanding of school context and culture in decision-making processes.	<input type="checkbox"/>				
B. Works collaboratively with key stakeholders to build a framework for student achievement (vision, mission, core values, measurable goals, improvement strategies, and indicators of success) that reflect the school's context and culture.	<input type="checkbox"/>				
C. Establishes a culture of collaboration, and involves stakeholders in decision-making processes.	<input type="checkbox"/>				
D. Develops strong commitment on the part of all stakeholders to help all students meet high standards.	<input type="checkbox"/>				
Overall Rating for Standard #1	<input type="checkbox"/>				
Standard #2: Strategic Leadership: Builds systems, structures, and processes that support success for all students.					
A. Builds an effective framework for promoting student success that includes a vision, mission, core values, measurable goals, improvement strategies, and indicators of success.	<input type="checkbox"/>				
B. Effectively uses data to monitor, track, and review progress on school improvement, plan and adjust strategies where needed.	<input type="checkbox"/>				
C. Demonstrates growth within student achievement for all students and subgroups, and is closing the achievement gap.	<input type="checkbox"/>				
D. Maintains high level of school attendance, promotion, and graduation (if applicable).	<input type="checkbox"/>				
Overall Rating for Standard #2	<input type="checkbox"/>				
Standard #3: Instructional Leadership: Displays strong instructional leadership.					
A. Models and supports effective instructional practices which support achievement of the standards by all students.	<input type="checkbox"/>				
B. Helps staff identify the essential standards which are important for all students to master.	<input type="checkbox"/>				
C. Builds instructional leadership teams and professional learning communities, which use data to improve practice.	<input type="checkbox"/>				
D. Implements consistent quality classroom routines and instructional strategies.	<input type="checkbox"/>				
E. Establishes and maintains a standard in which high expectations are the norm for students and staff.	<input type="checkbox"/>				
F. Keeps staff, parents, and students focused on student learning.	<input type="checkbox"/>				
G. Maximizes the use of student learning time.	<input type="checkbox"/>				
Overall Rating for Standard #3	<input type="checkbox"/>				

Site Administrator Summary Rating Form

	<i>Distinguished</i>	<i>Proficient</i>	<i>Developing</i>	<i>Ineffective</i>	<i>Not Observed</i>
Standard #4: Managerial Leadership: Organizes and manages the school to achieve school- and district-wide goals					
A. Leverages and monitors budgets, resources, and technologies to achieve goals.	<input type="checkbox"/>				
B. Sustains a safe, efficient, clean, well-managed, and productive school environment that supports student learning.	<input type="checkbox"/>				
C. Effectively and efficiently manages the complexity of human interactions, so that the focus of the school is on improving student achievement.	<input type="checkbox"/>				
D. Designs and utilizes various forms of formal and informal communication, so that the focus of the school can be on improved student achievement.	<input type="checkbox"/>				
E. Develops and enforces expectations, structures, rules, and procedures for students and staff.	<input type="checkbox"/>				
F. Manages time effectively to support all instructional and staff development priorities.	<input type="checkbox"/>				
Overall Rating for Standard #4	<input type="checkbox"/>				
Standard #5: Human Resources Leadership: Builds the capacity of staff to help all students meet high standards					
A. Recruits, hires, appropriately assigns, and retains highly effective teachers and other staff.	<input type="checkbox"/>				
B. Connects staff evaluations to professional growth.	<input type="checkbox"/>				
Overall Rating for Standard #5	<input type="checkbox"/>				
Standard #6: Professional Leadership and Growth: Demonstrates high standards for personal and professional behavior					
A. Models personal and professional ethics, integrity, justice, and fairness, and expects the same behaviors from others.	<input type="checkbox"/>				
B. Maintains an active professional growth plan.	<input type="checkbox"/>				
C. Leader proactively identifies solutions both anticipating and responding to opportunities and challenges.	<input type="checkbox"/>				
Overall Rating for Standard #6	<input type="checkbox"/>				
Overall Rating for this Site Administrator	<input type="checkbox"/>				

Summary Site Administrator Evaluation Form

Name _____ Position _____ School _____
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TARGETED AREAS FOR GROWTH AND CONTINUOUS IMPROVEMENT

The evaluator's recommendations should be incorporated into the site administrator's goals-setting process for continued improvement the following school year.

- 1.
- 2.
- 3.
- 4.
- 5.

Comments:

Site Administrator signature _____
Date _____
Supervisor of Evaluator's signature _____

Date _____ Evaluator signature _____
Comments attached yes no
Date _____

NUSD's Framework & Rubric for Effective Leading and Learning

Cultural leadership: Demonstrates knowledge and understanding of school context and culture.

- A. Demonstrates knowledge and understanding of school context and culture in decision making process.
- B. Works collaboratively with key stakeholders to build a framework for student achievement (e.g. vision, mission, core values, measurable goals, improvement strategies, and indicators of success) that reflect the school's context and culture.
- C. Establishes a culture of collaboration, and involves stakeholders in decision-making processes.
- D. Develops strong commitment on the part of all stakeholders to help all students meet high standards.

Strategic leadership: Builds systems, structures and processes that support success for all students.

- A. Builds an effective framework for promoting student success that includes a vision, mission, core values, measurable goals, improvement strategies, and indicators of success.
- B. Effectively uses data to monitor, track and review progress on school improvement plan and adjust strategies where needed.
- C. Demonstrates growth in student achievement for all students and subgroups, and closing the achievement gap.
- D. Maintains high level of school attendance, promotion and graduation (if applicable).

Instructional Leadership: Displays strong instructional leadership

- A. Models and supports effective instructional practices which support achievement of the standards by all students.
- B. Helps staff identify the essential standards which are important for all students to master.
- C. Builds instructional leadership teams and professional learning communities, which use data to improve practice.
- D. Implements consistent quality classroom routines and instructional strategies.
- E. Establishes and maintains a standard in which high expectation are the norm for students and staff.
- F. Keeps staff, parents and students focused on student learning.
- G. Maximizes the use of student learning time.

Managerial Leadership: Organizes and manages the school to achieve school- and district-wide goals.

- A. Leverages and monitors budgets, resources and technologies to achieve goals.
- B. Sustains a safe, efficient, clean, well-maintained and productive school environment that supports student learning.
- C. Effectively and efficiently manages the complexity of human interactions, so that the focus of the school is on improving student achievement.
- D. Designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.
- E. Develops and enforces expectations, structures, rules and procedures for students and staff.
- F. Manages time effectively to support all instructional and staff development priorities

Human Resource Leadership: Builds the capacity of staff to help all students meet high standards:

- A. Recruits, hires, appropriately assigns and retains highly effective teachers and other staff.
- B. Connects staff evaluations to professional growth.

Professional Leadership and Growth: Demonstrates high standards for personal and professional behavior.

- A. Models personal and professional ethics, integrity, justice and fairness, and expects the same behaviors from others.
- B. Maintains an active professional growth plan
- C. Leader proactively identifies solutions both anticipating and responding to opportunities and challenges.

Novato Unified School District: Rubric for Effective Leading and Learning

1. Cultural Leadership: Demonstrates knowledge and understanding of school context and culture.

Element of Effective Leading	Distinguished	Proficient	Developing	Ineffective
<p>A. Demonstrates knowledge and understanding of school context and culture in decision making processes.</p> <p>B. Works collaboratively with key stakeholders to build a framework for student achievement (vision, mission, core values, measurable goals, improvement strategies, and indicators of success) that reflect the school’s context and culture.</p> <p>C. Establishes a culture of collaboration, and involves stakeholders in decision-making processes.</p> <p>D. Develops strong commitment on the part of all stakeholders to help all students meet high standards.</p>	<p>A. Incorporates the context in which the school operates (e.g., current performance, culture, politics, parents and community needs, district level expectations) automatically into school decision-making.</p> <p>B. Works collaboratively with all stakeholders to ensure a shared commitment to achieving the school’s vision, mission, core values, measurable goals, improvement strategies, and indicators of success. Decisions regarding policies and improvement goals reflect the vision and mission.</p> <p>C. Monitors and reinforces the already established culture of collaboration, distributed leadership and continuous improvement in the school, so that it will continue to guide the disciplined thought and action of all staff and students. Treats relationships as part of the fundamental work critical to success as a school leader. Systematically and meaningfully involves stakeholders in the decision making processes.</p> <p>D. Trains and models efficacy for staff and students that everyone can achieve high standards in school if they have the right tools and supports and if they put forth the effort. Ensures all external partners are invested in the school’s goals.</p>	<p>A. Incorporates the context in which the school operates (e.g., current performance, culture, politics, parents and community needs, district level expectations) into school decision-making.</p> <p>B. Uses collaborative decision-making processes to develop the vision, mission, core values, measurable goals, improvement strategies, and indicators of success. Works toward aligning decision-making processes with vision, mission and goals.</p> <p>C. Establishes a culture of collaboration, distributed leadership and continuous improvement in the school, which guides the disciplined thought and action of all staff and students. Seeks and values the contributions of all stakeholders based on mutual respect, trust, and empathy and includes them in decision-making processes.</p> <p>D. Trains and models efficacy for staff and students that everyone can achieve high standards in school if they have the right tools and supports and if they put forth the effort.</p>	<p>A. Rarely incorporates the context in which the school operates (e.g., current performance, culture, politics, parent and community needs, district-level expectations) in school decision-making.</p> <p>B. Understands the importance of developing a shared vision, mission, core values, goals, and improvement strategies with all stakeholders and is working to establish this.</p> <p>C. Is working to establish a culture of collaboration, distributed leadership and continuous improvement in the school. May not take all stakeholder needs into the development of plans and/or alter them based on feedback, but provides some opportunities for stakeholder group members to contribute.</p> <p>D. Believes that students can become smart with effort but does not connect it to the school culture.</p>	<p>A. Does not incorporate the context in which the school operates (e.g., current performance, culture, politics, parent and community needs, district-level expectations) in school decision-making.</p> <p>B. School’s vision, mission and improvement strategies (if developed) do not reflect the school’s context and culture.</p> <p>C. Does not incorporate a culture of shared decision making. Does not involve other stakeholders into the decision-making process, rarely communicates with families, and is dismissive of families or community members.</p> <p>D. Believes intelligence is fixed and has different standards for different children.</p>

Novato Unified School District: Rubric for Effective Leading and Learning

#2 Strategic Leadership: Builds systems, structures and processes that support success for all students.

Element of Effective Leading	Distinguished	Proficient	Developing	Ineffective
<p>A. Builds an effective framework for promoting student success that includes a vision, mission, core values, measurable goals, improvement strategies, and indicators of success.</p> <p>B. Effectively uses data to monitor, track and review progress on school improvement plan and adjust strategies where needed.</p> <p>C. Demonstrates growth in student achievement for all students and subgroups, and closing the achievement gap.</p> <p>D. Maintains high level of school attendance, promotion and graduation (if applicable).</p>	<p>A. School plan contains clear priorities which are public and assigned—with a common understanding of and commitment to short- and long-term milestones and goals.</p> <p>Clear milestones and benchmarks for student outcome progress—including specific targets for student subgroups as well as grade cohorts—and school practice implementation are in place.</p> <p>B. Establishes short- and medium-term action plans to address areas of concern and recognize areas of success.</p> <p>B. Uses summative and formative assessment data to monitor track and review progress and systematically adjust strategies where needed.</p> <p>Anticipates possible problems and proactively implements solutions that don't distract from priorities.</p> <p>Diagnostic protocols and process (including review of data) are clear and transparent to all staff.</p> <p>C. Overall the achievement gap decreases and all subgroups show increased achievement.</p> <p>D. Student attendance, promotions, and graduation rates increase and/or are stabilized at 97% or higher.</p>	<p>A. Collaboratively develops an effective school plan for promoting student success that includes a comprehensive diagnosis of schools' strengths and weaknesses, measurable goals, improvement strategies and indicators of success.</p> <p>Aligns school systems, structures and processes with the school plan.</p> <p>B. Uses summative and formative assessment data to monitor track and review progress and adjust strategies where needed.</p> <p>Demonstrates willingness to adjust strategies and practices in order to reach goals.</p> <p>C. With some exceptions the achievement gap decreases and all subgroups show increased achievement.</p> <p>D. Student attendance, promotions and graduation rates are at a high level (approaching 97%).</p>	<p>A. Diagnoses school by reviewing detailed student achievement results and current school practices.</p> <p>Sets priorities for improvement by focusing on areas where the school is not on track, and creates a plan for each area.</p> <p>B. Creates a process to gather summative and formative data, and tracks and reviews progress.</p> <p>C. Some student achievement gaps are beginning to decrease, but there is not yet a trend in student achievement improvement.</p> <p>D. Student attendance promotions, and/ or graduation rates fluctuate.</p>	<p>A. Completes a quick assessment of the school's weaknesses using annual student achievement results, but priorities for school improvement are not identified.</p> <p>School improvement plan is not completed or plan is not aligned to school priorities for improvement.</p> <p>B. Does not use summative and formative assessment data to monitor, track and review progress and adjust strategies when needed.</p> <p>C. Yearly, the student achievement gap is not decreasing. Achievement is erratic and there is no evidence which shows that achievement was addressed as a priority.</p> <p>D. Student attendance, promotions and graduation rates do not increase and remain low.</p>

Novato Unified School District: Rubric for Effective Leading and Learning

#3 Instructional Leadership: Displays strong instructional leadership

Element of Effective Leading	Distinguished	Proficient	Developing	Ineffective
<p>A. Models and supports effective instructional practices which support achievement of the standards by all students.</p> <p>B. Helps staff identify the essential standards which are important for all students to master.</p> <p>C. Builds instructional leadership teams and professional learning communities, which use data to improve practice.</p> <p>D. Implements consistent quality classroom routines and instructional strategies.</p> <p>E. Establishes and maintains a standard in which high expectations are the norm for students and staff.</p> <p>F. Keeps staff, parents and students focused on student learning.</p> <p>G. Maximizes the use of student learning time.</p>	<p>A. Ensures that all instructional strategies are designed and aligned to facilitate achievement of the standards by all students.</p> <p>Uses deep understanding of standards-based teaching and learning to provide ongoing, coherent guidance for implementation and continuous improvement of instruction.</p> <p>All staff are observed frequently by one or more members of the school leadership team.</p> <p>B. All students are at least proficient in mastering the essential standards.</p> <p>C. Instructional leadership teams routinely and systematically play a major role promoting student achievement practices. These teams effectively use data to improve instructional practice.</p> <p>D. Systematically and regularly diagnoses instructional practices to identify the highest priority strategies for improvement, and builds teacher capacity to implement a variety of practices and strategies to engage all students</p> <p>E. Has established a culture where high expectations for all students and staff are the norm of the school.</p> <p>F. Leads school community towards a shared commitment and collaboration with a laser like focus on student learning.</p> <p>G. Creatively leverages the existing school system to maximize learning time for students, and is relentless in doing so.</p>	<p>A. Works with staff to create, align and implement strong instructional practices, which will increase achievement of the standards by all students.</p> <p>Works with staff to articulate and extend understanding of standards-based teaching and learning.</p> <p>All staff are observed regularly by one or more members of the school leadership team.</p> <p>B. Curriculum in all subjects focuses on essential standards, and instructional practices are in place to help all students meet those standards.</p> <p>C. Effective and collaborative instructional teams that use data to improve instructional practice are in place.</p> <p>D. Defines and models what good instruction looks like in practice using an instructional framework, and creates structures for differentiation where instructional strategies are varied to meet all students' needs and to ensure that all students master content.</p> <p>E. Holds and articulates high expectations for all staff and students, (regardless of subgroup), to achieve.</p> <p>F. Develops, utilizes and maintains systems of communication which encourages a focus on student learning.</p> <p>G. Effectively plans and manages the school system to allow for maximum learning time for students</p>	<p>A. Works with staff to develop instructional practices to that are aligned to the standards.</p> <p>Uses some communication strategies intended to focus on student learning.</p> <p>Staff are inconsistently observed by the school leadership.</p> <p>B. Staff are beginning to work on identifying the essential standards, and aligning instructional practices to those standards.</p> <p>C. Instructional leadership teams are beginning to be developed, or if they exist, they do not consistently use data to improve instructional practice.</p> <p>D. Creates and articulates instructional expectations</p> <p>Diagnoses the quality of instructional practices and attempts to articulate strategies for improving instructional practices.</p> <p>Monitors and assesses differentiation but doesn't necessarily teach how to successfully differentiate.</p> <p>E. Holds high expectations for most students and staff.</p> <p>F. Engages staff in a dialogue with a focus on standards-based teaching and learning.</p> <p>G. Has some familiarity with maximizing learning time for students and is attempting to make adjustments as needed.</p>	<p>A. Does not model or support effective instructional practices, and focus on standards-based teaching and learning.</p> <p>Infrequently observes staff.</p> <p>B. There is little clarity about which standards are essential for students to master and instructional practices are not aligned to those standards.</p> <p>C. No instructional leadership teams are evident.</p> <p>D. Does not define expectations for classroom practice.</p> <p>Does not share instructional strategies.</p> <p>Does not attempt to diagnose and/ or misdiagnoses the state of instructional practices and is unable to articulate clear strategies to improve instruction.</p> <p>E. Does not expect all students and staff to perform at high levels.</p> <p>F. Effective communication skills are not evident.</p> <p>G. Does not manage or maximize the use of student learning time.</p>

Novato Unified School District: Rubric for Effective Leading and Learning

#4 Managerial Leadership: Organizes and manages the school to achieve school- and district-wide goals

Element of Effective Leading	Distinguished	Proficient	Developing	Ineffective
<p>A. Leverages and monitors budgets, resources and technologies to achieve goals.</p> <p>B. Sustains a safe, efficient, clean, well- maintained, and productive school environment that supports student learning.</p> <p>C. Effectively and efficiently manages the complexity of human interactions, so that the focus of the school is on improving student achievement.</p> <p>D. Designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p> <p>E. Develops and enforces expectations, structures, rules and procedures for students and staff.</p> <p>F. Manages time effectively to support all instructional and staff development priorities.</p>	<p>A. Creatively leverages existing school resources and is relentless in actively accessing human and fiscal resources that align to strategic priorities, and continually assesses and reassesses these resources. Develops creative solutions to providing technology and securing the necessary resource.</p> <p>B. Ensures that the school environment is safe and supports student achievement, plans for and implements facility and equipment expansions and improvements.</p> <p>C. Demonstrates awareness of potential areas of conflict within the school and resolves problems in a fair and process-driven way that ensures the best interest of students. Provides opportunities for staff members to express opinions contrary to those of authority, and implements solutions to potentially discordant issues.</p> <p>D. Utilizing a system of open communication that provides for timely sharing of information in different formats through different media, ensures that all community stakeholders and educators are aware of school's goals for instruction, activities used to meet these goals, and progress toward meeting these goals.</p> <p>E. Collaboratively develops and communicates clear expectations, structures, rules and procedures for students and staff, and effectively implements district rules and procedures.</p> <p>F. Institutionalizes an integrated calendar that includes professional development times and topics, leadership team meetings, weekly teacher team meetings, and assessments.</p> <p>G. Plans for the year, month, week and day, identifies the highest leverage activities that are aligned to priorities, and implements systems so that time-wasting activities and crises are almost always prevented. Delegates complex projects or responsibilities to others and has systems in place to track progress.</p>	<p>A. Effectively plans and manages a fiscally responsible budget that is financially secure in the long- term and allocates and maximizes resources in alignment with mission and student learning goals.</p> <p>Assesses external resources to fill gaps, and identifies creative solutions to providing technology.</p> <p>B. Supervises facilities and equipment to ensure safety and enhance learning.</p> <p>C. Demonstrates awareness of potential areas of conflict, and resolves them in a fair and process-driven way.</p> <p>Provides opportunities for staff members to express opinions contrary to those of authority, and implements solutions to potentially discordant issues.</p> <p>D. Utilizes a system of open communication that provides for the timely, responsible sharing of information within the community that clearly articulates school's goals for instruction and student achievement, activities used to meet these goals, and progress toward meeting these goals.</p> <p>E. Collaboratively develops and communicates expectations, structures, rules and procedures for students and staff, and implements district rules and procedures.</p> <p>F. Establishes a comprehensive calendar that includes professional development times and topics, leadership team meetings, weekly teacher team meetings, and assessments.</p> <p>Plans for the year, month, week and day, and identifies the highest leverage activities that are aligned to priorities.</p> <p>Delegates appropriate tasks to staff and regularly checks on progress.</p>	<p>A. Has familiarity with the local budgeting process and tools, but does not align budget to school goals.</p> <p>Sees the school's resources as given and is not knowledgeable of possibilities for accessing alternate human and fiscal resources.</p> <p>Provides technological resources if available.</p> <p>B. Ensures that the school environment is safe</p> <p>C. Demonstrates awareness of potential areas of conflict in the school and is developing a process to resolve these issues.</p> <p>D. Understands the importance of open and effective communication and is developing a system to provide timely responsible sharing of information to, from, and with the school community.</p> <p>E. Is developing clear expectations, structures, rules and procedures for students and staff. Communicates these regularly to both groups.</p> <p>F. Develops ways to track time use, but undertakes most tasks his or herself.</p> <p>Establishes a calendar of basic school activities that allows time for regular meetings for teacher teams.</p>	<p>A. Unable to allocate resources effectively in support of school-wide initiative or goals.</p> <p>Unable to complete the budgeting process in a timely manner.</p> <p>Mismanages resources and exceeds budget regularly.</p> <p>Unable to accurately assess and/or leverage school and district resources.</p> <p>Does not maximize use of existing technology.</p> <p>B. Does not ensure that the school environment is safe for all students.</p> <p>C. Is either unaware of potential areas of conflict in the school and/or has not developed a fair process for resolving problems.</p> <p>D. Is not developing a system to provide timely responsible sharing of information with the school community.</p> <p>E. Does not establish and/or communicate clear expectations, structures, rules and procedures for students and staff, and/or does not understand district and state policy and law related to student conduct.</p> <p>F. Does not manage time effectively.</p>

Novato Unified School District: Rubric for Effective Leading and Learning

#5: Human Resources Leadership: Builds the capacity of staff to help all students meet high standards

Element of Effective Leading	Distinguished	Proficient	Developing	Ineffective
<p>A. Recruits, hires, appropriately assigns and retains highly effective teachers and other staff.</p> <p>B. Connects staff evaluations to professional growth.</p>	<p>A. Recruits, hires, appropriately assigns and retains highly effective teachers/staff:</p> <ul style="list-style-type: none"> • Working with HR, uses a clear hiring process that involves teacher leaders and members of the leadership team • Strategically places teachers in grade levels and content areas based on their skills, strengths, qualifications, and in the best interest of students • Hires to fill specific needs, ensuring school has full set of skills and approaches • The school culture supports leadership possibilities for teachers creating opportunities for growth and development. <p>B. Connects staff evaluations to professional growth:</p> <ul style="list-style-type: none"> • Has systems in place so that staff have feedback from an evaluator and/or teacher leader that is nuanced and specific to the individual • Implements a system for consistent support and follow-up to gauge improvement that includes formal and informal feedback from the evaluator and teacher leaders • Has a system in place to assess each teacher's strengths and weaknesses to determine specific professional development needs 	<p>A. Recruits, hires, appropriately assigns and retains highly effective teachers/staff:</p> <ul style="list-style-type: none"> • Works with HR to identify and fill specific vacancies early to ensure school has a diverse skill set and areas of expertise • Uses clear selection criteria, protocols, hiring, and induction processes • Assesses staff skills and places teachers in grade levels and content areas based on their skills and qualifications and the needs of students • Puts structures in place that support teacher retention by creating opportunities for growth and development, including opportunities for staff to assume leadership roles <p>B. Connects staff evaluations to professional growth:</p> <ul style="list-style-type: none"> • Provides regular feedback and has systems in place so that staff may have feedback from the evaluator and/or teacher leader • Attempts to assess each teacher's strengths and weaknesses to determine and differentiate professional development support • Supports teachers with specific improvement plans that focus on what steps they will take to improve their performance 	<p>A. Understands the school's need to recruit, hire, appropriately assigns and retain quality staff, but inconsistently does so:</p> <ul style="list-style-type: none"> • Articulates a strategy for selecting staff • Uses a clear selection criteria • Attempts to hire based on grade and student content needs but does not always staff in this manner <p>B. Does not comprehensively connect staff evaluations to professional growth:</p> <ul style="list-style-type: none"> • Provides high level feedback that is not concrete or actionable • Provides limited support to teacher growth • Has grouped teachers into categories, but does not complete an individual assessment of teacher strength • Is developing systems and processes which support teacher improvement 	<p>A. Does not recruit, hire, appropriately assign and retain quality staff:</p> <ul style="list-style-type: none"> • Does not use clear selection criteria, and the determination for why teacher selection occurs is not transparent • Does not assess needs prior to hiring teachers and/or inaccurately assesses needs • Allows teachers to remain in grades they have taught regardless of their impact on student needs <p>B. Does not connect staff evaluations to professional growth:</p> <ul style="list-style-type: none"> • Provides irregular or no feedback to teachers • Does not differentiate professional development and support for improvement • Sets limited or no goals and/or does so only through required processes and local protocols. • Does not participate in required professional development with colleagues

Novato Unified School District: Rubric for Effective Leading and Learning

#6: Professional Leadership and Growth: Demonstrates high standards for personal and professional behavior

Element of Effective Leading	Distinguished	Proficient	Developing	Ineffective
<p>A. Models personal and professional ethics, integrity, justice, and fairness, and expects the same behaviors from others.</p> <p>B. Maintains an active professional growth plan.</p> <p>C. Leader proactively identifies solutions both anticipating and responding to opportunities and challenges.</p>	<p>A. Models and maintains in all circumstances, high standards of personal integrity and commitment to student learning, holds staff and students accountable for higher performance, and takes immediate corrective action, as needed.</p> <p>Fosters and reinforces an existing school culture which has a high degree of resilience, professional integrity and ethical conduct.</p> <p>B. Sets and modifies a broad range of professional goals to improve leadership skills that impact student learning within and beyond the classroom:</p> <ul style="list-style-type: none"> • Seeks out and attends professional development which is aligned to personal leadership goals and school/district needs • Provides professional development to colleagues targeted to leadership skills to enhance student achievement <p>C. Remains focused on student achievement at all times even in the face of resistance and challenge, maintains belief in self and school, and turns challenges into opportunities for progress.</p> <p>D. Has structures and processes in place to consistently partner with stakeholders to inform and adjust strategies over time</p>	<p>A. Models and maintains a high standard of personal integrity and commitment to student learning, and holds staff accountable for professional conduct, and takes immediate corrective action, as needed.</p> <p>Builds a school culture which has a high degree resilience, professional integrity and ethical conduct.</p> <p>B. Establishes and modifies goals that are based on self-assessment and feedback from a variety of sources in order to improve professional practice:</p> <ul style="list-style-type: none"> • Pursues a variety of professional development opportunities • Regularly attends professional organization functions • Is actively involved in required professional development activities <p>C. Maintains a constant commitment to his or her vision even in the face of resistance and challenge.</p> <ul style="list-style-type: none"> • Anticipates that some strategies may not work, and plans for contingency options. • Identifies and employs immediate solutions when setbacks arise. • Partners with stakeholders to adjust strategies as needed. 	<p>A. Is aware of and models her/his responsibilities in fostering and maintaining professional ethics, integrity, social justice and fairness within the school community.</p> <p>Takes corrective actions on a limited basis.</p> <p>B. Sets some goals that take into account self-assessment of leadership practices, and expands knowledge and skills individually and with colleagues through available professional development.</p> <p>C. Attempts to maintain focus, but may become discouraged in the face of challenges.</p> <p>Maintains personal belief in the school, but has trouble maintaining stakeholder commitment to achieving the schools' vision, mission and goals.</p> <p>Is beginning to partner with stakeholders to adjust improvement strategies as needed.</p>	<p>A. Is unaware and/ or does not adhere to district policy pertaining to personal and professional ethics, integrity, social justice and fairness.</p> <p>B. Sets limited or no goals and/or does so only through required processes and local protocols.</p> <p>Does not actively participate in professional development.</p> <p>C. Is unable to identify solutions when problems arise.</p> <p>Allows adversity to halt progress.</p> <p>Reacts with visible frustration to disappointments.</p> <p>Is unable to adjust strategies as needed over time.</p>