SCHOOL LEVEL ADMINISTRATOR RUBRIC for EDUCATOR EVALUATION

[Updated June 2023]

The updated Educator Evaluation rubrics are grounded in DESE's Educational Vision for effective teaching and leadership, and reflect input[1] from educators, students, and families across Massachusetts on antiracist, inclusive, and equitable practices that support *all students* to attain academic knowledge and skills, understand and value themselves and others, and engage with the world.[2]

The School Level Administrator Rubric describes elements of effective practice across four Standards of Administrative Leadership:

- Standard I: Instructional Leadership
- Standard II: Management and Operations
- Standard III: Family and Community Engagement
- Standard IV: Professional Culture

These four Standards guide the development of Massachusetts educators from preparation through employment, articulating the key knowledge, skills, and behaviors essential of all school leaders to disrupt patterns of inequity and well serve richly diverse student bodies with varied educational needs.

For each Standard, there are Indicators that describe specific knowledge, skills, and performance at four levels[3]. Distinctions by performance level are determined based on variations in quality (the ability to perform the skill, action, or behavior), scope (the scale of impact), and consistency (the frequency that skill, action, or behavior is demonstrated with quality). Continued growth and reflection are expected across all levels of performance, as described below:

Proficient		
The educator's performance fully meets the requirements. This is the expected, rigorous yet attainable level of performance for most educators.		
Unsatisfactory	**Needs Improvement**	**Exemplary**
The educator's performance is consistently below the requirements and has not shown improvement.	The educator's performance is below the requirements but not considered to be Unsatisfactory at this time. Improvement is necessary and expected.	The educator's performance exceeds requirements and consistently demonstrates high-quality practice with schoolwide impact.

NOTE: In this rubric, **"all students"** represents *each and every student*, with particular focus on students who have been historically marginalized or underserved by our education systems, including but not limited to those who identify as Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, multilingual learners, LGBTQIA+ students, students experiencing homelessness and/or financial insecurity, and students who are undocumented.

Culturally and linguistically sustaining practices affirm and value students' cultures, prior experiences, and linguistic resources to make learning more relevant and effective, promote academic achievement, cultural competence, and sociopolitical awareness, and value multilingualism as an asset. These practices are essential for all students in the classroom, regardless of their background, culture, or identity. All students benefit from an approach that is intended to meet the needs of diverse learners; from expanded cultural competence and sociopolitical consciousness; and from explicit instruction in the functions of language.

[1] DESE partnered with educators on the 2021-22 Principal and Teacher Advisory Cabinets as the key advisory group for this project. We also received input and feedback from students and families through a series of Student and Family Roundtables. For more information about these contributors, please see Acknowledgements.

[2] See DESE's Educational Vision (2023)

[3] This rubric includes examples of ways that educators may demonstrate Exemplary, Needs Improvement, or Unsatisfactory performance of each Indicator (indicated after "e.g."). This is meant to illustrate, not prescribe, evidence that an educator "exceeds Proficient expectations," "demonstrates some progress towards meeting Proficient expectations," or "demonstrates performance consistently below the standard."

Using the Rubric in the Educator Evaluation Process

Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what Proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about Formative and Summative Performance Ratings on each Standard and overall. As a result, rubrics play a part in all five components of the evaluation cycle.

1. **Self-Assessment:** Educators use the rubric to examine their own practice and to identify areas of strength as well as areas for further growth and development.

2. **Analysis, Goal Setting, and Plan Development:** Educators and evaluators together review the rubric and agree on Indicators that will be the focus of their attention during the evaluation cycle. In addition, educators and their evaluators develop goals for improving professional practice and student learning. The rubric helps to paint a clear picture of what it will look like to move practice from Proficient to Exemplary in one Indicator or from Needs Improvement to Proficient in another. These distinctions are the starting point for conversation about setting specific, measurable, actionable, equity-focused goals.

3. **Implementation of the Educator Plan:** Educators and evaluators use the rubric to ensure that they are gathering evidence from multiple sources that will support a fair and comprehensive assessment of the educator's practice on each Standard. The elements of effective practice defined in each Proficient descriptor can be used as a guide for feedback, professional learning, and the collection of evidence. Given the breadth and depth of practices represented, its recommended that educators and evaluators prioritize certain Indicators aligned to educator, school and district goals for professional learning, feedback, support, and evidence collection.

   Note: The rubrics are written to support educators and evaluators in making judgments about evidence gathered across multiple measures – not from a single observation. Observations are a valuable way to gather evidence on educators' performance against many, but not all, of the Standards and Indicators, and should be paired with other sources of evidence, such as artifacts of practice, student and family feedback, and evidence of student learning. The model rubrics were not designed to be observation tools and should not be used for that purpose.

4. **Formative Assessment/Evaluation and Summative Evaluation:** The rubric serves as the organizing framework for these conferences and reports as evaluators assess the educator's performance on the continuum of practice described by the rubric.

Glossary

See the Glossary at the end of this document for definitions of terms used in the rubric.

School Level Administrator Rubric – At-a-Glance

Standard I: Instructional Leadership	Standard II: Management and Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum 1. Curriculum Literacy 2. Instructional Focus **B. Instruction** 1. High Expectations and Support 2. Engaging Instruction 3. Inclusive Instruction 4. Critical Instruction **C. Assessment and Data-Informed Decision-Making** 1. Assessment 2. Adjustments to Practice 3. Data-Informed Decision-Making 4. Sharing Progress with Students and Families **D. Evaluation** 1. Evaluation Practices **E. Student Learning** 1. Academic Student Outcomes 2. Non-academic Student Outcomes	**A. Environment** 1. School Culture and Climate 2. Operational Systems and Routines 3. Student Well-Being **B. Human Resources Management and Development** 1. Recruitment and Hiring 2. Induction, Professional Development, and Career Growth Strategies **C. Scheduling and Management Information Systems** 1. Scheduling 2. Professional Collaboration **D. Law, Ethics, and Policies** 1. Laws and Policies 2. Ethical Behavior **E. Fiscal Systems** 1. School Budget 2. Access to Resources	**A. Communication** 1. Communication with Families **B. Engagement** 1. Family Engagement 2. Community and Stakeholder Engagement **C. Sharing Responsibility** 1. Collaboration on Student Learning and Well-Being 2. Family Support **D. Family Concerns** 1. Family Concerns	**A. Shared Vision and Commitment to High Standards** 1. Shared Vision and Mission 2. School Goals 3. Collaborative Decision-Making **B. Communications** 1. Communication Skills **C. Continuous Learning** 1. Reflective Practice **D. Managing Conflict** 1. Consensus-Building 2. Response to Disagreement and Conflict Resolution

NOTE: Some Indicators (such as Assessment and Data-Informed Decision-Making) have been grouped together where and when they represent similar or complementary practices. Practices associated with the Cultural Proficiency Indicator are represented throughout the rubric as integral to performance across the Standards.

STANDARD I: Instructional Leadership

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

I-A: Curriculum

Proficient

1. **Curriculum Literacy:** Demonstrates understanding of the characteristics and value of high-quality instructional materials and the curricula taught by educators in the building by:
   - Ensuring that all educators have access to and skillfully use high-quality instructional materials through evidence-based, inclusive, and culturally and linguistically sustaining practices, including identifying opportunities to create meaningful, relevant connections rooted in the local context.
   - Providing teachers with professional learning, feedback, and resources (e.g., models) to support implementation.
   - Engaging with the school community to identify and interrupt racism and bias in curricular materials.
   - Monitoring implementation to ensure the enacted curriculum supports and engages all students to meet and exceed high expectations.

2. **Instructional Focus:** Establishes and communicates a clear vision for curriculum and instruction that is aligned to school and district priorities and reflects high expectations for all students through the use of evidence-based, culturally and linguistically sustaining practices. Ensures that instructional materials and professional learning support this vision.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g., ○ Does not provide access to or adequate resources or training to support skillful implementation of high-quality instructional materials based on a clear instructional vision ○ Does not monitor implementation	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g., ○ May not consistently or effectively communicate an instructional vision or may provide limited support for skillful implementation of instructional materials in alignment with the vision ○ Provides some educators or content areas with access to high-quality instructional materials or permits the use of lower quality materials in some classrooms	Exceeds *Proficient* expectations through consistent high-quality practice with schoolwide impact, e.g., ○ Collaborates with the school community to develop, clearly communicate, effectively implement, and monitor the impact of an evidence-based instructional vision ○ Provides regular, high-quality professional learning, feedback, and resources to support all educators to skillfully use high-quality instructional materials in alignment with the instructional vision ○ Fosters coherence and alignment across grade-levels and content areas

I-B: Instruction

Proficient

1. **High Expectations and Support:** Supports educators to uphold high expectations for all students to meet or exceed grade-level standards by ensuring that instructional practices across all settings and disciplines include:
    - Use of evidence-based pedagogical practices to provide equitable opportunities for grade-level learning
    - Supports, scaffolds, and tools to meet students' needs.
    - Clear criteria for success (e.g., rubrics and exemplars).
    - Reinforcement for perseverance and effort with challenging content and tasks.

2. **Engaging Instruction:** Provides professional learning, feedback, and support for educators to engage all students as active participants in their own learning of meaningful, standards-aligned and grade-appropriate content by:
    - Providing opportunities for students to make choices, explore topics and apply learning in culturally sustaining ways, and through real-world, interactive contexts.
    - Building on students' strengths, interests, cultural and linguistic backgrounds, and prior knowledge to motivate learning and support students' information processing.
    - Facilitating cooperative learning with equitable student participation in discussion.
    - Integrating digital tools and educational technology that enhances learning experiences and promotes the development of digital literacy skills.

3. **Inclusive Instruction**: Provides professional learning, feedback, and resources for educators to accommodate and support individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by:
    - Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and use of students' native language to make grade-level content accessible and affirming for all students.
    - Providing students with multiple ways to learn content and demonstrate understanding.

4. **Critical Thinking:** Provides professional learning, feedback, and support to educators to develop students' abilities to think critically, ask questions, and analyze sources, perspectives, and biases in order to deepen learning and make connections between the content and real-world problems and events (e.g., issues of identity, equity, power, and justice).

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g., ○ Does not ensure that instructional practices across classrooms and content areas reflect high expectations or are engaging, inclusive, and culturally and linguistically sustaining	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g., ○ Provides inconsistent or limited professional learning, feedback, or support to ensure instructional practices reflect high expectations or are engaging, inclusive, and culturally and linguistically sustaining	Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g., ○ Provides regular, high-quality professional learning, feedback, and resources to support all educators to enact engaging, inclusive, and culturally and linguistically sustaining instructional practices for all students

I-C: Assessment & Data-Informed Decision-Making

Proficient

1. **Assessment:** Implements and monitors a balanced and coherent system for the use of a variety of formal and informal assessments, including those embedded in high-quality instructional materials, that:
   - Are used for specific instructional purposes, including to support teachers to understand all students' strengths and areas for growth**,** measure and monitor understanding throughout instruction and progress toward grade-level standards and/or individual learning goals, and actively inform instructional decisions.
   - Are accessible to all students by providing multiple ways and opportunities for students to demonstrate their learning**,** enabling students to draw from their cultural knowledge and lived experiences, and ensuring that assessment methods and instruments do not perpetuate racial, cultural, or linguistic bias.

2. **Adjustments to Practice:** Provides regular collaborative planning time and effectively supports educators to analyze disaggregated data from a wide range of assessments, as well as feedback from colleagues, students, and families, to:
   - Gain information about students' progress towards grade-level standards and/or individual learning goals, including trends across students or student groups.
   - Reflect on instruction and identify actions to reduce disparate outcomes and improve learning for all students.

3. **Data-Informed Decision Making:** Monitors and uses school-level and disaggregated data, research, and best practices to:
   - Reflect on strengths and gaps in instructional systems and work to continuously improve instructional practice.
   - Eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities.
   - Support all students to meet or exceed grade-level standards and/or individual learning goals.

4. **Sharing Progress with Students and Families:** Supports educators to collaborate with students and their families, in an accessible format and language, to:
   - Communicate specific, timely, and data-informed feedback on student progress towards grade-level standards and/or individual learning goals.
   - Identify ways to build on students' strengths and support further growth.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g., ○ Provides inadequate support for the use of bias-free, purposeful assessment methods to monitor student progress and make data-informed adjustments	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g., ○ Provides some support in the use of bias-free, purposeful assessment methods to monitor student progress and make data-informed adjustments with inconsistent impact on improving instructional practice and advancing equity	Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g., ○ Empowers educators to use bias-free, purposeful assessment methods to monitor student progress and make data-informed adjustments that improve instructional practice and advance equity ○ Models regular, transparent communication of data-informed decision-making

I-D: Evaluation	**Proficient**		
	1. Evaluation Practices: Provides effective, timely, and meaningful supervision and evaluation in alignment with state regulations, contract provisions, and district/school improvement goals by: • Collaborating with educators to develop, monitor, and reflect on challenging, measurable, and equity-centered goals. • Providing high-quality (specific, actionable, timely) feedback based on multiple sources of evidence, including regular observations, student feedback, and student learning measures. • Ensuring accuracy and consistency in performance ratings. • Continuously reflecting on and mitigating biases that may impact judgments.		
	Unsatisfactory	**Needs Improvement**	**Exemplary**
	Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g., ○ Educators' goals are neither SMARTIE nor aligned to school and/or district goals ○ Educators rarely receive high-quality feedback ○ Supervision and evaluation are driven by bias	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g., ○ Some educators' goals may not be SMARTIE or aligned to school and district priorities ○ Educators inconsistently receive high-quality feedback ○ Reflects on bias, but may not consistently mitigate its impact	Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g., ○ Collaborates with educators to implement effective, timely, high-quality supervision and evaluation that focuses on improving educator practice and student learning ○ Creates structures to effectively and regularly reflects on and eliminate the impact of bias ○ Centers student, family, community and educator voice in the evaluation process

I-E: Student Learning	1. **Academic Student Outcomes:** Demonstrates expected impact on academic student outcomes based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. 2. **Non-Academic Student Outcomes:** Demonstrates expected impact on non-academic student outcomes, such as student engagement and sense of belonging, based on student feedback and local measures of engagement where available.[4] *The model rubrics describe educator practice and provide clear criteria across four performance levels that focus on the educator's actions and behaviors. The Student Learning Indicator is about the impact of those actions relative to student learning. Did students learn as much as educators set out to teach?* *For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator when determining a performance rating for Standard I. An educator's impact on non-academic outcomes is also important to consider given the relationship between non-academic experiences and outcomes (e.g., student engagement, participation, and grade progression) and academic outcomes.* *Because evaluators are not required to make a rating determination for any individual Indicator, this allows them to consider evidence of impact alongside evidence of practice when determining a rating for Standard I. There are no associated elements or performance descriptors for the Student Learning Indicator.* *Evaluators and educators should identify the most appropriate measures and assessments of academic and non-academic outcomes and anticipated gains associated with those measures when developing the Educator Plan.*

[4] This element is included based on a growing body of research that broadens the definition of teacher efficacy and educator impact beyond test outcomes. See Gershenson, S. (2016); Jackson, C. K. (2018); Kraft, M. A. (2019); Liu, J., & Loeb, S. (2021); Backes, B., Cowan, J., Goldhaber, D., & Theobald, R. (2022a and 2022b).

STANDARD II: Management and Operations

Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

II-A: Environment

Proficient

1. **School Culture and Climate:** Fosters a positive, inclusive, and equitable school community by:
   - Building positive, caring relationships with students, family members, and staff to ensure that school community members feel valued, respected, equitably supported, and a sense of belonging in the school community.
   - Establishing transparent and consistent school-wide routines, policies, and systems that respect and affirm students' backgrounds, identities, and intellect.
   - Providing staff with relevant learning opportunities and resources to support them in developing culturally and linguistically sustaining practices and promoting a culture that affirms individual differences.
   - Consistently examining policies, procedures, and systems to identify and eliminate bias or systemic barriers to inclusive and culturally and linguistically sustaining practice, including policies and practices that reinforce systemic inequities and/or disproportionately impact student groups.

2. **Operational Systems and Routines:** Establishes operational systems, procedures, and routines that ensure a safe learning environment for all students by:
   - Implementing effective systems for attendance, student entry, dismissal, meals, class transitions, assemblies, and recess.
   - Partnering with and supporting custodial/maintenance workers, transportation staff, clerical and administrative assistants, food service workers, and other staff effectively.
   - Ensuring that all physical spaces are safe, accessible, welcoming, and honor and celebrate the diversity and achievements of the school community.

3. **Student Safety and Well-Being:** Provides ongoing training and supports to staff that ensure student health, safety, and well-being through:
   - Developing age-appropriate and culturally and linguistically sustaining social emotional competencies in students (self-awareness, self-management, social awareness, relationship skills, and responsible decision making).
   - Preventing and addressing bullying and other unsafe behaviors with timely responses and restorative practices.
   - Fostering and utilizing partnerships with outside agencies and organizations to address student needs in a proactive and systematic way.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g., ○ Does not establish operational systems that ensure an inclusive, equitable, and safe learning community for all ○ Does not provide adequate training and supports to staff in promoting student health, safety, and well-being	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g., ○ Develops and executes operational systems, procedures and routines that attempt to foster an inclusive, equitable, and safe school community, but implementation and supports to staff are inconsistent, ineffective, and/or not culturally sustaining	Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g., ○ Collaborates with a diverse team to develop and execute effective and culturally responsive operational systems, procedures and routines that ensure an inclusive, equitable, and safe school community that maximizes student learning ○ Reflects on impact and adapts as necessary

II-B: Human Resources Management & Development

Proficient

1. **Recruitment and Hiring:** Leads, in collaboration with stakeholders (including students, families, staff, and community members, and particularly those from historically marginalized communities), an inclusive process to:
   - Recruit and hire diverse and effective educators.
   - Examine recruitment and hiring policies and procedures to identify and eliminate bias.

2. **Induction, Professional Development, and Career Growth Strategies:** Provides educators with access to, and monitors the impact of, high quality and differentiated professional learning opportunities, including:
   - Comprehensive, district-aligned induction and mentoring support to novice educators.
   - Professional learning differentiated by educators' goals, strengths, and areas for growth.
   - Teacher-led professional learning and distributed leadership for effective educators.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g., ○ Does not implement formal processes for the recruitment and hiring of faculty and staff ○ Provides insufficient induction, development, or career growth supports to educators, as evidenced by an inability to reliably hire and retain diverse and effective educators	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g., ○ Recruitment, hiring, induction, development, and career growth systems are inadequately or inconsistently implemented and/or do not consistently promote the hiring, retention, and support of a diverse and effective educator workforce	Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g., ○ Implements comprehensive and cohesive systems for recruitment, hiring, induction, development, and career growth systems that consistently promote the hiring, retention, and support of a diverse, effective educator workforce ○ Monitors impact and adapts as necessary

II-C: Scheduling & Management Information Systems

Proficient

1. **Scheduling:** Creates and maintains a school schedule and related systems and practices that:
   - Ensure equitable access to effective educators, grade-level learning, advanced coursework and elective opportunities, and tiered supports.
   - Prioritizes scheduling for students needing additional supports or services, such as English learners and students with disabilities.
   - Maximize inclusive opportunities for all students.
   - Allow for effective implementation of high-quality instructional materials
   - Maximize blocks of uninterrupted instructional time across all content areas (including traditionally non-tested grades and subjects (e.g., arts, physical education, digital literacy and computer science, STEM fields, History/Social Studies).

2. **Professional Collaboration:** Establishes systems and structures, including common planning time, to support effective communication and collaboration among educators, including general education, special education, paraeducators, English learner education, and support staff, in support of shared goals for student learning.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g., ○ Does not create a school schedule and/or related systems that ensure equitable access to learning opportunities for all students or enable adequate professional collaboration	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g., ○ Creates a school schedule and related systems that prioritize instructional time but inequitably impacts access to learning opportunities for some students ○ Sets inconsistent expectations for professional collaboration and/or creates a schedule that limits effective communication and collaboration among educators	Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g., ○ Collaborates with staff to create and maintain a school schedule and related systems that ensure equitable access to learning opportunities for all students and maximize time for all educators to collaborate in support of shared goals for student learning ○ Monitors the impact of scheduling decisions and makes adjustments based on data to meet the needs of all students

II-D: Law, Ethics, & Policies	**Proficient** 1. **Laws and Policies:** Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Identifies and advocates for changes to laws, mandates, policies, and guidelines that inhibit equity. 2. **Ethical Behavior:** Adheres to the school and/or district's existing code of ethics; protects student, family, and staff confidentiality; and expects staff to do all as well.		
	Unsatisfactory	**Needs Improvement**	**Exemplary**
	Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g., ○ Demonstrates lack of awareness or consistent non-compliance with laws and policies ○ Fails to adhere to ethical guidelines	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g., ○ Demonstrates some understanding of laws and policies and ethical guidelines ○ Demonstrates inconsistency in compliance	Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g., ○ Empowers staff to understand and consistently comply with laws, policies, and ethical guidelines ○ Models' effective advocacy for changes to inequitable systems and policies, and empowers staff to do the same

II-E: Fiscal Systems

Proficient

1. **School Budget:** Develops an equity-centered school budget that:
   - Reflects data-informed decision-making for improved and more equitable learning outcomes for all students.
   - Is informed by input from a diverse range of stakeholders (including students, families, staff, and community members, and particularly those from historically marginalized communities).
   - Aligns with the district's vision, mission, and goals.
   - Is communicated transparently to school community members
2. **Access to Resources:** Allocates and manages expenditures aligned with district/school goals and available resources to promote an equitable and culturally responsive school community and ensure equitable access to resources for staff and students, including access to high-quality instructional materials and aligned professional learning.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g., ○ Develops a budget that does not align with the district's vision, mission, and goals ○ Inconsistently or inequitably manages expenditures and available resources ○ Does not communicate budget rationale to stakeholders	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g., ○ Develops a budget that loosely aligns with the district's vision, mission, and goals, and/or inconsistently manages expenditures and available resources in an equitable manner ○ Does not effectively communicate budget rationale to stakeholders	Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g., ○ Collaborates with a diverse team to develop a budget and allocate resources in a manner that addresses the needs of all students ○ Seeks alternate funding sources as needed ○ Proactively communicates budget rationale to stakeholders ○ Reflects on impact and adapts as necessary

STANDARD III: Family and Community Engagement

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

III-A: Communication

Proficient

1. **Communication With Families:** Models, sets clear expectations for, and provides appropriate supports to educators regarding partnering with families through regular, two-way communication in a manner that is culturally and linguistically sustaining, aligned with family preferences, in language(s) that families understand, and in approachable language and formats. Ensures access to high-quality translation and interpretation as needed.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g., ○ Does not set clear expectations or provide support for regular, two-way, culturally and linguistically sustaining communication with families ○ Allows for culturally insensitive or inappropriate communications to occur ○ School-wide communicates are one-way or infrequent	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g., ○ Provides inconsistent or limited supports for regular, two-way, culturally and linguistically sustaining communication with families ○ School-wide communications are primarily through one-way or inflexible formats	Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g., ○ Empowers all staff to engage in regular, two-way, culturally and linguistically sustaining communication ○ School-wide communications are consistently provided in multiple formats and respect and affirm different families' home languages, culture, and values. ○ Frequently reflects on communication and makes modifications as necessary

III-B: Engagement	Proficient		
	1. Family Engagement: Engages with families in an equitable and collaborative manner by: • Working with staff and families (e.g., SEPAC, ELPAC, etc.) to identify and remove barriers to all families' involvement. • Providing a variety of frequent, inclusive, and culturally and linguistically sustaining opportunities for all families to engage as partners in the school community. • Clearly communicating information about family engagement opportunities in ways that are accessible to all members of the community and that adhere to open meeting laws. **2. Community and Stakeholder Engagement:** Establishes strategic relationships with community organizations, community members, and businesses either individually or through district initiatives and partnerships. Engages them to maximize community involvement in the school and family access to community resources.		
	Unsatisfactory	**Needs Improvement**	**Exemplary**
	Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g., ○ Does little to engage families as partners in the school community or support staff to do so ○ Tolerates an environment that is unwelcoming to some families	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g., ○ Demonstrates limited or inconsistent efforts to engage families as partners in the school community or support staff to do so ○ Does not consistently identify or remove barriers to families' involvement	Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g., ○ Empowers all staff to engage with families as partners ○ Actively engages stakeholders from the community in furthering the school's mission and goals. ○ Analyzes and mitigates inequitable engagement patterns (e.g., through relationships with cultural brokers) ○ Reflects on impact and adapts as necessary

III-C: Sharing Responsibility

Proficient

1. **Collaboration on Student Learning and Well-Being:** Provides educators with professional learning, feedback, and support to partner with families on students' learning and well-being by:
   - Leveraging families' cultural and linguistic knowledge and expertise as assets
   - Engaging families in dialogue about what students are learning in the classroom and expectations for student success.
   - Collaboratively identifying, and seeking feedback on, strategies and resources for supporting student learning and growth in and out of school.

2. **Family Support:** Works to ensure that all families understand and have opportunities to inform district and school-based policies and resources that support student learning and well-being by:
   - Supporting families to engage with policies, resources, and routines such as parent teacher organizations, school-site councils, parent advisory councils (e.g., ELPAC and SEPAC), child study/intervention teams, IEP referral processes, ESL supports, and student attendance policies.
   - Setting clear expectations regarding how specialized support staff should partner with families in accessing support services within and outside of school, and monitors adherence to these policies.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g., ○ Does not collaborate with families in culturally and linguistically responsive ways or ensure that all staff do so as well	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g., ○ Does not consistently monitor processes for collaboration with families to ensure all student needs are being met ○ May not effectively or equitably share resources and opportunities to inform school policies	Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g., ○ Empowers all staff to regularly collaborate with families to holistically address students' needs and access supports and services as needed ○ Monitors these processes to ensure all student needs are being met

III-D: Family Concerns

Proficient

1. **Family Concerns:** Approaches concerns raised by family members in a timely, effective, and transparent manner by:
   - Ensuring accessible communication channels for families to raise concerns or advocate for change, including concerns about the administrator themselves.
   - Proactively seeking out family feedback on initiatives and decisions, particularly families from historically marginalized communities.
   - Including all appropriate stakeholders as part of the conversation.
   - Working to ensure accountability and reach equitable solutions in the best interest of students, including taking responsibility for their own mistakes and escalating concerns as needed.
   - Following up with stakeholders to articulate rationale for decisions and monitor how solutions are working for all parties.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g., ○ Does not address most family concerns in a timely or effective manner ○ Fails to provide systems or supports for staff to do the same ○ Allows responses to be inconsistent or insufficient ○ Resolutions are often not in the best interest of students	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g., ○ Ensures most family concerns are addressed in a timely manner but demonstrates inconsistency in responsiveness ○ Does not regularly and proactively seek out family feedback or ensure accessible communication channels ○ May not reach equitable resolutions that are in the best interest of students	Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g., ○ Ensures all family concerns are addressed in a timely and effective manner ○ Empowers staff to proactively seek out family feedback and respond as concerns arise ○ Promotes collaborative problem-solving inclusive of all appropriate stakeholders that result in equitable solutions in the best interest of students ○ Builds trust between stakeholders when concerns arise

STANDARD IV: Professional Culture
Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

IV-A: Shared Vision & Commitment to High Standards

Proficient

1. **Shared Vision and Mission:** Continuously engages staff, students, families, and community members in developing and implementing a shared, equity-oriented educational vision and school mission grounded in high expectations for achievement, community engagement, and postsecondary success for all students.
2. **School Goals:** Creates, monitors, and shares progress on focused, measurable, and equity-centered school goals aligned to the school's mission by partnering with diverse stakeholders and conducting close analyses of disaggregated data from multiple sources of evidence, including:
   - Measures of student learning.
   - Feedback from staff, students, and families.
   - School culture and climate data.
   - Classroom observation and educator evaluation data.
3. **Collaborative Decision-Making:** Plans and executes accessible, engaging, ongoing opportunities for collaboration with educators, staff, students, families, and community members that focus on matters of consequence to the school community and engage participants in thoughtful and meaningful contributions. Intentionally seeks out viewpoints from all communities represented in the school, particularly members of historically marginalized communities.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g., ○ Does not engage stakeholders in the development or implementation of a shared vision, mission, or goals grounded in high expectations for all students	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g., ○ Provides limited or irregular opportunities for stakeholder engagement in the development and implementation of the school's vision, mission, and goals	Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g., ○ Routinely collaborates with staff, students, families, and community members to develop, implement, and internalize a shared, equity-oriented mission, and aligned goals ○ Actively seeks out and centers perspectives from historically marginalized communities within the school

	Proficient		
IV-B: Communications	**1. Communication Skills**: Uses two-way channels to communicate frequently and effectively with faculty, staff members, students, families, and community members in a manner that is culturally and linguistically responsive with a student-centered, asset-based focus.		
	Unsatisfactory	**Needs Improvement**	**Exemplary**
	Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g., ○ Demonstrates ineffectual or culturally or linguistically unresponsive interpersonal, written, or verbal communication skills	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g., ○ Inconsistently demonstrates adequate interpersonal, written, and verbal communication skills ○ Communicates frequently and responsively with some, but not all, members of the school community	Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g., ○ Utilizes and models strong context and audience-specific interpersonal, written, and verbal communication skills. ○ Is able to effectively convey rationale and/or connections to school and district goals when communicating with others

	Proficient		
IV-C: Continuous Learning	1. **Reflective Practice:** Develops a culture of continuous, data-focused, growth-oriented reflection and adjustments to practice by: • Setting expectations for educators to reflect on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being. • Modeling this practice relative to their own leadership.		
	Unsatisfactory	**Needs Improvement**	**Exemplary**
	Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g., ○ Does not provide adequate systems or supports for educators to reflect on their effectiveness and impact on student learning and well-being ○ Does not use data to reflect on or make adjustments to their leadership practice	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g., ○ Sets expectation for staff to use data to reflect on and make adjustments to practice but does not consistently monitor practices to ensure efficacy ○ Provides inconsistent or limited supports to promote meaningful reflection or adjustments to practice ○ Occasionally uses data to reflect on and makes adjustments to their own leadership practice	Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g., ○ Develops a school-wide culture of continuous, data-focused, growth-oriented reflection and adjustments to practice ○ Empowers all staff to collaborate and share knowledge and skills to improve student learning and well-being ○ Reflects on impact and adapts as necessary

IV-D: Managing Conflict	**Proficient** 1. **Consensus Building:** Employs a variety of strategies to build consensus within the school community around critical school decisions. 2. **Response to Disagreement and Conflict Resolution:** Responds to disagreement and dissent in ways that build trust, mitigate power dynamics, and repair harm, while maintaining a commitment to decisions that are in the best interest of promoting equity and advancing student well-being.		
	Unsatisfactory	**Needs Improvement**	**Exemplary**
	Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g., ○ Does not respond to disagreement or dissent ○ Does not address conflict in a solutions-oriented or culturally responsive manner ○ Does not attempt or fails to build consensus within the school community ○ May be driven by bias	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g., ○ Employs a limited range of strategies to resolve conflict and build consensus within the school community, with varying degrees of success	Consistently and significantly exceeds *Proficient* expectations with schoolwide impact, e.g., ○ Models a variety of strategies to regularly achieve consensus within the school community around critical school decisions while encouraging dialogue and different points of view and maintaining a commitment to decisions in the best interest of all students

Acknowledgements

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Springfield Honors Academy, Springfield Public Schools
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Glossary of Terms

Academic Achievement: Attainment of academic skills and knowledge to meet or exceed grade-level standards in a comprehensive and diverse range of subjects with ability to apply competencies in relevant, real world contexts.

All Students: This rubric frequently references "all students," which represents *each and every student*, with particular focus on students who have been historically marginalized or underserved by our education systems, including but not limited to, those who identify as Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, English learners, LGBTQIA+ students, students experiencing homelessness and/or financial insecurity, and students who are undocumented.

Anti-racist Teacher and Leader: Believes racial groups are equals in all their differences and continually engages in self-reflective work that leads to educational policies, practices, conditions, and cultures that resist and dismantle inequities due to individual and systemic racism to advance racial equity. (Guidelines for the Preparation of Administrative Leaders)

Asset-Based: Asset-based approaches intentionally build on the strengths and capacities that learners bring to school, including their languages, cultures and experiences versus deficit-based thinking that views differences as weaknesses.

Bias: A disproportionate weight that may be created intentionally or unintentionally in favor of or against an idea, thing, individual, or group. (Guidelines for the Preparation of Administrative Leaders)

Cultural Broker: Individuals who act as bridges between schools and diverse families and collaborate with families to support the school's goals to improve student achievement (Massachusetts Family, School, and Community Partnership Fundamentals 2.0).

Cultural Competence: Individuals' affirmation in their own culture and identity and respect and understanding for different cultures and identities.

Culturally Responsive Practice: Cultural responsiveness is an approach to viewing students' culture and identity (including race, ethnicity, multilingualism, and other characteristics) as assets, and creating learning experiences and environments that value and empower them. (Supporting Culturally and Linguistically Sustaining Practices)

Culturally Relevant: Aligned with and affirming to students' cultures, backgrounds, and identities. Culturally relevant pedagogy promotes students' academic achievement, cultural competence, and sociopolitical awareness. (Supporting Culturally and Linguistically Sustaining Practices)

Culturally and Linguistically Sustaining: Affirming and valuing of students' cultures, prior experiences, and linguistic resources to make learning more relevant and effective, promote academic achievement, cultural competence, and sociopolitical awareness; valuing multilingualism as an asset. (Supporting Culturally and Linguistically Sustaining Practices)

Curricular materials are resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also called adopted or written curriculum, or instructional materials. (Curriculum Matters)

Curriculum: a sequence of student learning experiences teachers facilitate, may use curricular materials as a foundation; also called enacted or taught curriculum. (Curriculum Matters)

Digital Literacy: The ability to use digital technology, communication tools or networks to locate, evaluate, use, and create information; the ability to understand and use information in multiple formats from a wide range of sources

when it is presented via computers; and the ability to perform tasks effectively in a digital environment. Literacy includes the ability to read and interpret media, reproduce data and images through digital manipulation, and evaluate and apply new knowledge gained from digital environments (Digital Literacy and Computer Science Framework).

Equity: Placing a heightened focus on groups, particularly racial groups, experiencing disproportionate impact through the development of systems to remediate disparities in their experiences and outcomes.

Evidence-based: Practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented as supported by valid and reliable research. (US Department of Education, Every Student Succeeds Act)

Historically Marginalized Groups: Groups and communities that systematically experience discrimination and exclusion (social, political, economic and financial) because of unequal power relationships across economic, political, social, and cultural dimensions. These groups include but are not limited to race, culture, language, LGBTQ+, gender, and ability. Significant disparities exist for marginalized people.

High-quality Instructional Materials: High-quality materials exhibit a coherent sequence of target skills and knowledge, empirical evidence of efficacy, and other characteristics such as engaging content and inclusive design. Some factors in quality are nonnegotiable, while others vary by context: for example, compatibility with a school's technology infrastructure or cultural relevance to its student population. (Curriculum Matters)

Inclusive Practices: Pursuing deliberate actions to create welcoming environments and ensure differences are actively sought and heard, and that every individual feels a sense of belonging and a role in impacting decision-making, practices, and policies.

Linguistically Responsive: Aligned with and affirming to students' and families' linguistic backgrounds and skills. This includes use of high-quality translation and interpretation, as well as translanguaging (see below). (The Massachusetts Blueprint for English Learner Success)

Non-Academic Student Outcomes: Outcomes associated with students' capacity to understand and value self (know their own strengths, interests, and areas of growth, be self-aware, be a self-advocate, and make responsible decisions), understand and value others (understand differences and multiple perspectives, empathize with others, and build connections with peers and adults), and engage with the world (understand and think critically about local, national, and world events and societal systems; and create positive change through civic action).

Restorative Practice: A framework of processes that schools can use to prevent and address conflict and poor behavior, including, but not limited to, restorative circles, family group conferences, social and emotional learning, and informal practices such as affective questioning. Rather than implementing a program, restorative practices focus on building and maintaining healthy relationships among individuals and maintaining a sense of community. In the case of a disciplinary infraction, restorative practices allow individuals to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Through these practices, individuals come to understand how their behavior affected others, recognize that their behavior was harmful to others, move toward repairing the harm, and work on not repeating that behavior again. (National Center on Safe and Supportive Learning Environments)

Sociopolitical Awareness: The ability to identify, analyze, and work to solve real-world problems by thinking critically and drawing conclusions about complex issues related to equity, identity, power, or bias.

Translanguaging: The process whereby multilingual speakers utilize all of their languages as an integrated communication system to learn. (The Massachusetts Blueprint for English Learner Success)

Universal Design for Learning (UDL) is intended to increase access and engagement in learning by reducing physical, cognitive, intellectual, and organizational barriers, and other obstacles. It includes providing learners with multiple means of engagement, representation, action and expression. (Multi-Tiered System of Support)