Unit B Administrator Rubric

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.*

Indicator I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

Check One:　　□ Exemplary　　□ Proficient　　□ Needs Improvement　　□ Unsatisfactory

Critical Elements	• Provides support and assistance for educators and teams to use a backward design approach to design, and adapt and/or implement standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. • Frequently observes and assesses progress, providing feedback to educators as necessary. • Supports educators to develop well-structured lessons with challenging, measurable objectives and appropriate strategies for student engagement. • Demonstrates sound knowledge and understanding of the subject matter and of the pedagogy the subject matter requires. • Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn and behave.

Indicator I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

Check One:　　□ Exemplary　　□ Proficient　　□ Needs Improvement　　□ Unsatisfactory

Critical Elements	• While observing practice and reviewing unit and/or lesson plans, looks for and identifies a variety of effective teaching strategies and practices. • Looks for and identifies a variety of effective teaching strategies and practices including those that effectively accommodate student differences in learning styles, needs, interests, and levels of readiness, including students with disabilities and English learners. • Sets and models high expectations for the quality of content, student effort, and student work and the perseverance and effort required to produce it. Supports educators to uphold these expectations consistently.

Indicator I-C. Assessment: Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

Check One:　　□ Exemplary　　□ Proficient　　□ Needs Improvement　　□ Unsatisfactory

Critical Elements	• Supports educators to design and administer a variety of assessments, including common assessments, to effectively measure each student's learning, growth, and progress toward achieving state/local standards. • Provides time and effective support for teams to review assessment data and identify appropriate interventions and adjustments to practice.

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Indicator I-D. Evaluation:
Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:
1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals.
2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.
3. Exercises sound judgment in assigning ratings for performance and impact on student learning.
4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.

Check One:　　□ Exemplary　　□ Proficient　　□ Needs Improvement　　□ Unsatisfactory

Critical Elements	• Supports educators to develop and attain meaningful, actionable, and measurable professional practice and student learning goals. • Makes regular unannounced visits and provides targeted constructive feedback (verbally and in writing) according to contractual guidelines. • Encourages educators to discuss their practice, acknowledges effective practice, and provides redirection and support for those whose practice is less than Proficient. • Exercises sound, objective and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that educators understand why they received given ratings. • Identifies appropriate sources of data (including qualitative and quantitative data from multiple sources of student and educator work and reflection) for use in supervision and evaluation • Reviews alignment between judgment about educator practice and data (including data identified by the educator) about student learning, growth, or achievement. Makes informed decisions about educator support and evaluation based upon this review. • Follows evaluation procedures as outlined by NPS. • Supports educators through evaluation process.

Indicator I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

Check One:　　□ Exemplary　　□ Proficient　　□ Needs Improvement　　□ Unsatisfactory

Critical Elements	• Identifies a range of appropriate data sources (including those identified by faculty and staff) and effectively analyzes the data for decision-making purposes. • Uses data to accurately assess the school, department, or district's strengths and areas for improvement to inform the creation of focused, measurable department, school and/or district goals. • Identifies under-performing subgroups of students and collaborates with colleagues to narrow achievement gaps. • Uses multiple data sources (including those identified by the educator) to evaluate educator(s) and school performance. • Provides educator(s) and/or educator teams with disaggregated assessment data and assists faculty in identifying students who need additional support. • Maintains a broad perspective on use of data, includes qualitative sources.

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.*

Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.

Check One: □ Exemplary   □ Proficient   □ Needs Improvement   □ Unsatisfactory

<table>
<tr><td rowspan="1">Critical Elements</td><td>

- Establishes, implements, and/or supports plans, procedures, and routines that generally ensure orderly and efficient student movement.
- Supervises and/or supports custodial, clerical, food services, and/or other staff effectively.
- Demonstrates high expectations for student behavior and provides appropriate training and/or support for staff to uphold these expectations.
- Establishes and/or supports school-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.
- Models an environment of support, engagement, and respect for faculty and staff that emulates the above.

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Indicator II-B. Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.

Check One: □ Exemplary   □ Proficient   □ Needs Improvement   □ Unsatisfactory

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<tr><td rowspan="1">Critical Elements</td><td>

- Leads and/or supports the recruitment and hiring process and, through it, consistently identifies effective educators who share the school or district's mission.
- Develops school-based induction support for new teachers and/or implements the district's induction strategy.
- Organizes high-quality, job-embedded professional development aligned with school and educator goals.
- Supports the career growth of effective educators by sharing leadership tasks and monitoring progress and development.
- Supports and promotes Newton Public Schools' diversity efforts.

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Indicator II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of time for teaching, learning, and collaboration.

Check One: □ Exemplary   □ Proficient   □ Needs Improvement   □ Unsatisfactory

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<tr><td rowspan="1">Critical Elements</td><td>

- Creates, implements, and/or supports the development of schedules and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction.
- Sets and supports expectations for collaborative team meetings including a focus on student learning during team time.
- Creates and/or supports a schedule that provides sufficient meeting time for professional collaboration.
- Prioritizes a focus on student learning when creating and/or supporting the scheduling of activities, meetings, and expectations for faculty/staff.
- Ensures compliance with Newton's collective bargaining agreements.

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Indicator II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

Check One: □ Exemplary   □ Proficient   □ Needs Improvement   □ Unsatisfactory

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<tr><td rowspan="1">Critical Elements</td><td>

- Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements.
- Reliably demonstrates sound judgment reflecting integrity and fairness.
- Protects student, family, and staff confidentiality appropriately and ensures staff do as well.

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Indicator II-E. Fiscal Systems:
Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources.

Check One: □ Exemplary   □ Proficient   □ Needs Improvement   □ Unsatisfactory

<table>
<tr><td rowspan="1">Critical Elements</td><td>

- Develops and/or supports a budget that aligns with the district's vision, mission, and goals.
- Allocates and manages expenditures consistent with district/school-level goals, procedures, and available resources.

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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.*

Indicator III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the classroom, school, and community's effectiveness.

Check One:　　□ Exemplary　□ Proficient　□ Needs Improvement　□ Unsatisfactory

Critical Elements	• Uses culturally sensitive practices to ensure that all families are welcome and can contribute to the classroom, school, and community's effectiveness. • Establishes and/or supports ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for school effectiveness. • Works with and supports faculty to actively involve families in their child's learning and school community.

Indicator III-B. Collaboration: Collaborates with families to support student learning and development both at home and at school.

Check One:　　□ Exemplary　□ Proficient　□ Needs Improvement　□ Unsatisfactory

Critical Elements	• Provides families with clear, user-friendly expectations for student learning and behavior. • Supports educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. • Collaborates with families to address student needs, utilizing resources within and outside of the school. • Sets clear expectations for and supports educators to regularly engage families to support learning at home and school, including appropriate adaptations for students with disabilities or limited English proficiency.

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance

Check One:　　□ Exemplary　□ Proficient　□ Needs Improvement　□ Unsatisfactory

Critical Elements	• Sets clear expectations for educators and provides support to communicate regularly with families using two-way communication channels, including careful and prompt responses to communications from families. • Supports educators' efforts to engage in face-to-face family/teacher interactions. • Sets clear expectations for and provides support to educators regarding culturally sensitive communication. • Ensures that school and classroom communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home languages, cultures, and values.

Indicator III-D. Family Concerns: Addresses family concerns in an equitable, effective, and efficient manner.

Check One:　　□ Exemplary　□ Proficient　□ Needs Improvement　□ Unsatisfactory

Critical Elements	• Reaches out to families as concerns arise and works to reach equitable solutions in the best interest of students.

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.*

Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:
 1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.
 2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters

Check One:　　□ Exemplary　　□ Proficient　　□ Needs Improvement　　□ Unsatisfactory

Critical Elements	• Develops, promotes, and fosters a shared commitment to high standards of teaching and learning with high expectations of achievement for all. • Develops, promotes, and models commitment to core values that guides the development of a succinct, results-oriented mission statement and ongoing decision making. • Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters. • Plans, facilitates and/or leads productive professional development that supports the continued growth and learning of all educators.

Indicator IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

Check One:　　□ Exemplary　　□ Proficient　　□ Needs Improvement　　□ Unsatisfactory

Critical Elements	• Develops and implements culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. • Provides staff with relevant resources to support them in building cultural proficiency and promotes a culture that respects individual differences. • Actively models and supports educators to integrate respect for human differences and anti-bias/anti-racist practices. • Models language and behavior that is respectful and inclusive with faculty, staff and students.

Indicator IV-C. Communications: Demonstrates strong interpersonal, written, and verbal communication skills.

Check One:　　□ Exemplary　　□ Proficient　　□ Needs Improvement　　□ Unsatisfactory

Critical Elements	• Demonstrates strong interpersonal, written, and verbal communication skills with all members of the school community.

Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.

Check One:　　□ Exemplary　　□ Proficient　　□ Needs Improvement　　□ Unsatisfactory

Critical Elements	• Supports educators and teams to reflect on the effectiveness of lessons, units, and interactions with students. • Encourages and ensures the use of data, research, and best practices among staff to adapt instruction to achieve improved results. • Reflects on and improves personal practice, sets S.M.A.R.T. goals, and develops new approaches in order to improve the efficiency and practices of the school and/or department.

Indicator IV-E. Shared Vision: Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and community contributor.

Check One:　　□ Exemplary　　□ Proficient　　□ Needs Improvement　　□ Unsatisfactory

Critical Elements	• Engages staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.

Indicator IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district/school community.

Check One:　　□ Exemplary　　□ Proficient　　□ Needs Improvement　　□ Unsatisfactory

Critical Elements	• Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning. • Employs a variety of strategies to resolve conflicts in a constructive and respectful manner. • Builds consensus within the school and /or department around critical decisions, employing a variety of strategies.