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The *Leading Observation Instrument* is the result of a collaborative effort to create a cross-district leader observation tool to be used as part of a performance-based evaluation and support system. The Maricopa County Education Service Agency (School Superintendent's Office), along with participating partner districts implementing federally-funded *Rewarding Excellence in Instruction and Leadership* programs, led this comprehensive effort to establish a rigorous, transparent, and fair evaluation system that recognizes excellence and supports the professional growth of building-level administrators.

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Gila Bend Unified School District	Maricopa County Regional School District
Isaac Elementary School District	Mobile Elementary School District
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Tolleson Elementary School District	

Bodies of work contributing to the development and refinement of the Leading Observation Instrument:

Professional Standards for Educational Leaders (NPBEA, 2015)	Adaptive Schools Handbook (Garmston & Wellman, 2009)
Educational Leadership Policy Standards (ISLLC, 2008)	Leverage Leadership (Bambrick-Santoyo, 2012)
Ontario Leadership Framework (IEL, 2012)	School Leadership That Works (Marzano, 2005)
Urban Excellence Framework (New Leaders, 2011)	The Learning Leader (Reeves, 2006)
In-TASC Model Core Teaching Standards (CCSSO, 2011)	Principal Effectiveness Rubric (Indiana Department of Education, 2012)
Arizona's Standards and Rubrics for School Improvement (2005)	

The Use of Observation in Principal Evaluation (Milanowski & Kimball, 2011)

Assessing the effectiveness of school leaders: New directions and new processes (The Wallace Foundation, 2009)

Rewarding Excellence in Instruction & Leadership
Leading Observation Instrument

SETTING & COMMUNICATING DIRECTION RUBRIC

The *Setting & Communicating Direction* rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement based on data-driven decision making, fostering the acceptance of group goals, and setting and communicating high performance expectations.

Element	4	3	2	1	0
	Descriptors				
Shared Purpose *Observation Setting* — Business or Parent Meeting / Leadership Team Meeting / Professional Learning / Instructional Conference / Site Visit	Enlists stakeholders and ensures the shared vision for high student achievement and college and career readiness is developed, maintained, **clearly articulated, and/or** implemented **by nearly all staff members.** (O)	Enlists stakeholders and ensures the **shared** vision for high student achievement and college and career readiness **is developed, maintained, and/or implemented**. (O)	**Ensures vision and mission promotes high student achievement and college and career readiness.** (O)		
	Clearly communicates connection of academic outcomes **and decisions** to vision and CIP goals; and **empowers staff members to lead conversations** that connect short-term and long-term vision to CIP goals and activities. (O)	**Clearly communicates** connection of academic outcomes to vision **and CIP** goals evidenced by **staff members able to clearly articulate and take action on CIP goals and explain what the vision looks like in the short-term and long-term.** (O)	**References connection** of academic outcomes to school vision and/or CIP as evidenced by: - Posted vision/mission. - References in planning sessions/meetings. - References in communication materials. (O)	References school vision as evidenced by: - Posted vision/mission. - Referenced in planning sessions/meetings. - Referenced in communication materials. (O)	
CIP: Goal Setting *Observation Setting* — Business or Parent Meeting / Leadership Team Meeting / Professional Learning / Instructional Conference / Site Visit	Sets or adjusts district-aligned, rigorous, measurable, CIP goals, based **on analysis of recent and longitudinal measures** of teacher evaluation and student achievement data/evidence, and root cause analysis. (D – CIP)	Sets or adjusts **rigorous,** measurable, CIP goals, based on analysis of **multiple sources** of teacher evaluation and student achievement data/evidence **and root cause analysis.** (D – CIP)	Sets **or adjusts rigorous, measurable, district-aligned goals for the CIP based on analysis of strengths and weaknesses in teacher evaluation and student achievement data and potential cause/effect relationships.** (D – CIP)	Sets attainable district-aligned student achievement goals. (D – CIP)	
	Ensures **measurable indicators for significant and achievable growth for all students,** with targeted goals to close student achievement gaps, for prioritized student sub-groups **and grade-level/course cohorts** are in place. (D – CIP)	Ensures targeted goal(s) to **close student achievement gaps for prioritized student sub-groups** (*e.g., 3rd grade ELL; 10th grade special education*) **are in place**. (D – CIP)			

Element	4	3	2	1	0
	Descriptors				
CIP: Action Plans **Observation Setting** Business or Parent Meeting / Leadership Team Meeting / Professional Learning / Instructional Conference / Site Visit	Works with the staff to write CIP-action plans that include the following: • Sequenced, task-analyzed objectives that identify milestones toward the CIP goal. • **Differentiated** year-long PD plans with systematic monitoring and coaching. • **Targeted student intervention systems for identified sub-populations (***differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication***).** (D - CIP)	Works with the staff to write CIP action plans that include the following: • **Sequenced,** task-analyzed objectives that identify milestones toward the CIP **for year-long PD and student intervention activities.** • Action steps and timelines for achieving objectives. • Identified budget funds, resources, and responsible person(s) aligned to each objective. (D - CIP)	**Works with the staff** to write CIP action plans that include the following: • **Task-analyzed** objectives **that identify milestones toward the CIP goal**. • Action steps and **timelines** for achieving objectives. • Identified **budget funds, resources, and responsible person(s) aligned to each objective.** (D - CIP)	Writes CIP action plan that includes the following: • Objectives aligned to CIP goal(s). • Action steps for each objective in CIP. • Source-of funding for identified objectives. (D - CIP)	
School Resource Management **Observation Setting** Business or Parent Meeting / Leadership Team Meeting / Professional Learning / Instructional Conference / Site Visit	Collaborates with key staff to establish and implement a process for allocating appropriate fiscal resources, evaluate effectiveness of fiscal **and other resource allocation (***time, schedule, technology, staff, funding***), and reallocate resources to meet or exceed student achievement goals.** (D – CIP &/or Management System Artifacts) **Extends** the resources of school, family members, and community; and actively **maximizes** mutually beneficial relationships with business, religious, political, higher education, and/or service organizations **to add programs, services, extra-curricular activities, and/or staff outreach to meet student and staff needs**. (O)	Collaborates with key staff to establish and implement a process for allocating appropriate fiscal resources **and evaluate effectiveness of fiscal resource use relative to the attainment of school goals and improvement of student achievement.** (D – CIP &/or Management System Artifacts) Coordinates the resources of school, family members, and community; **and actively builds mutually beneficial relationships with business, religious, political, higher education, and/or service organizations to support current programming and resources for emerging student needs.** (O)	**Collaborates with key staff** to establish **and implement a process** for allocating appropriate fiscal resources to support the school goals and improve student achievement. (D – CIP &/or Management System Artifacts) Coordinates the resources of **school, family members, and community** stakeholders to **support and sustain programming for learning and/or wrap-around social services (***e.g., interns, mentors, in-kind donations, grants, non-profit partnerships***).** (O)	Establishes a process to allocate appropriate fiscal resources that support the school goals and improve student achievement. (D – CIP &/or Management System Artifacts) Identifies the resources and stakeholders within the community and school to positively affect student and adult learning. (O)	

BUILDING RELATIONSHIPS RUBRIC

The *Building Relationships* rubric is designed to support the school administrator in fostering genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The school administrator affirms and empowers others to work in the best interests of all students, leveraging relationships to move the work forward.

Element	4	3	2	1	0
	Descriptors				
Accessibility	Structures daily opportunities for **purposeful**, planned contact and interactions with students, staff, and parents in classrooms and throughout the school, **and structures strategic opportunities** for **meaningful** interactions **with colleagues and district staff** (*as evidenced by interactions that reflect knowledge of on-going progress of students and staff in meaningful conversations, sense of ease and expectation to interact with administrator, and administrative schedules*). (O) (D – Management System Artifacts)	**Structures daily** opportunities for **planned** contact and interactions with students, staff, and parents in classrooms and throughout the school (*as evidenced by interactions that reflect knowledge of on-going progress of students and staff in meaningful conversations and administrative schedules*). (O) (D – Management System Artifacts)	**Establishes** visibility through **regular opportunities for contact and interactions with students, staff, and parents in classrooms and throughout the school** (*as evidenced by interactions that reflect knowledge of students and staff in meaningful conversations and administrative schedules*). (O) (D – Management System Artifacts)	Is visible at various times throughout the school day. (O) (D – Management System Artifacts)	
Observation Setting: Business or Parent Meeting, Leadership Team Meeting, Professional Learning, Instructional Conference, Site Visit	Provides accessible information about student expectations, progress and **school goal attainment,** and next steps to students, parents and staff **through an array of forums and formats.** (S – Parent, Staff, & Student)	Provides accessible information about student expectations, progress made, **and next steps** to students, parents, and staff. (S – Parent, Staff, & Student)	**Provides accessible information** about student expectations **and progress** to students, parents, and staff. (S – Parent, Staff, & Student)	Informs students, parents, and staff about academic and behavioral expectations. (S – Parent, Staff, & Student)	
	Partners with parents to create a school community that welcomes and values parents in the school. (S – Parent, Staff, & Student)	Creates a school community that welcomes and **values parents in the school** (*e.g., front office staff, volunteerism, neighborhood outreach or extensions of school, home visits, PTO, site councils*). (S – Parent, Staff, & Student)	**Makes families and communities feel welcome and respected, responds to concerns, and engages in authentic dialogue with parents.** (S – Parent, Staff, & Student)	Responds to parent questions and concerns in a timely manner. (S – Parent, Staff, & Student)	

Element	4	3	2	1	0
	Descriptors				
Mutual Trust & Respect **Observation Setting** Business or Parent Meeting / Leadership Team Meeting / Professional Learning / Instructional Conference / Site Visit	Demonstrates active listening skills in interactions with stakeholders (e.g., students, parents, and staff). Promotes the appreciation of diverse perspectives and d**isplays empathy to support productive relationships that foster a shared vision.** (O) (S – Parent, Staff, & Student)	Demonstrates active listening skills in interactions with stakeholders (e.g., students, parents, and staff). Responds **appropriately to differing perspectives or values and displays concerns for the well-being of others.** (O) (S – Parent, Staff, & Student)	Demonstrates active listening skills in interactions with stakeholders (e.g., students, parents, and staff) and **responds appropriately to develop rapport.** (O) (S – Parent, Staff, & Student)	Listens to stakeholders (e.g., students, parents and staff) in a respectful way. (O) (S – Parent, Staff, & Student)	
Culture of Improvement **Observation Setting** Business or Parent Meeting / Leadership Team Meeting / Professional Learning / Instructional Conference / Site Visit	Engages in critical conversations in a constructive manner. **Encourages** differing perspectives (including voices of dissent) to improve **school-wide** practices, **foster innovation**, and build consensus. (O)	Engages in critical conversations in a constructive manner and **incorporates different perspectives (*including voices of dissent*) to improve practices and build consensus.** (O)	Engages in critical conversations in a **constructive** manner. (O)	Engages in critical conversations in a neutral manner. (O)	

DEVELOPING THE ORGANIZATION RUBRIC

The *Developing the Organization* rubric is designed to support the school administrator in building systems that promote a collaborative culture conducive to change, equitably structure the organization for success, and connect the school to its wider environment.

Element	4	3	2	1	0
	Descriptors				
Group Facilitation **Observation Setting** Business or Parent Meeting / Leadership Team Meeting / Professional Learning / Instructional Conference / Site Visit	Uses agenda with clearly stated prioritized objectives; **harnesses the expertise of participants to monitor progress, advance shared goals, and develop quality products; and participants share in the use of facilitation strategies** (*maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas*). (O) **Participants** reinforce the norms and direct processes to be used in the meeting to match meeting's purpose (*dialogue, reflection, shared decision making, planning or problem solving*). (O) **Checks for understanding with meeting participants** to ensure clear expectations for next steps, responsible persons, due date, and manner of follow-up. (O)	Uses agenda with clearly stated **prioritized** objectives, makes efficient use of time, makes progress on **priority** action items, and uses **nearly all** of the following facilitation strategies: maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas. (O) **Reinforces shared accountability** for norms and directs processes and resources to be used in the meeting to match meeting's purpose (*dialogue, reflection, shared decision making, planning or problem solving*). (O) Ensures clear identification of next steps, **responsible persons, and when task should be completed.** (O)	**Uses agenda with** clearly stated objectives, **makes efficient use of time; makes progress on majority of action items, and uses a few of the** following facilitation strategies: maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas. (O) **Directs the norms, processes, and resources to be used in the meeting to match meeting's purpose** (*dialogue, reflection, shared decision-making, planning or problem solving*). (O) **Ensures all next steps are clearly identified.** (O)	Clearly states objectives to provide focus, adheres to agenda, and uses one of the following facilitation strategies: maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas. (O) States the norms or protocols and garners support from group, and uses communication strategies for specific audience. (O) Identifies next steps. (O)	
Change Process **Observation Setting** Business or Parent Meeting / Leadership Team Meeting / Professional Learning / Instructional Conference / Site Visit	Uses knowledge of change theory to develop and apply specific strategies most likely to be effective in various situations to **proactively** support school staff in moving from agreement to commitment, and engaging in **selective abandonment of practices (**unaligned to research-based strategy or CIP), and **adoption of new strategies**. (O) (S - Staff)	Uses knowledge of change theory to develop and apply specific strategies **most likely to be effective in various situations** to support school staff in **moving from agreement to commitment** as they engage in changing classroom practice in alignment with school and district initiatives. (O) (S - Staff)	**Uses knowledge of change theory to develop and apply specific strategies to** address resistance to change and support school staff as they engage in changing classroom practice in alignment with school and district initiatives. (O) (S - Staff)	Uses tools and strategies to build agreement for change. (O) (S - Staff)	

Element	4	3	2	1	0
	Descriptors				
Communication Systems Observation Setting *Business or Parent Meeting / Leadership Team Meeting / Professional Learning / Instructional Conference / Site Visit*	Develops and implements systems **that achieve** shared decision making with staff, families, and/or the community regarding **concerns, challenges, and potential obstacles to achieving CIP goals**; and progress monitors for effective and consistent **two-way** communication **between teachers, students, and families** about student progress. (O) (D – Management System Artifacts) (S – Staff & Parent) Implements a system to formally and informally acknowledge and celebrate individual and team academic successes **that includes rigorous and progressive benchmarks aligned to goals or vision** on a consistent basis. (D – Management System Artifacts)	Develops and implements systems to increase **shared decision making** with staff, families, and/or the community regarding **shared purpose**, key school information, events/programming **challenges**, decisions, and school improvement; **and creates expectations for consistent communication from teachers to families about student progress.** (O) (D – Management System Artifacts) (S – Staff & Parent) **Implements a system** to formally and informally acknowledge and celebrate individual and team **academic successes on a consistent basis.** (D – Management System Artifacts)	**Develops systems to promote two-way communication and participation with staff and/or families regarding key school information, events/ programming decisions, and school improvement.** (O) (D – Management System Artifacts) (S – Staff & Parent) Celebrates individual and team accomplishments on a **formal and** informal basis. (D – Management System Artifacts)	Communicates key school information and events to staff on a regular basis and invites staff and parents to participate on committees for school improvement. (O) (D – Management System Artifacts) (S – Staff & Parent) Celebrates individual and team accomplishments on an informal basis. (D – Management System Artifacts)	
Management Systems Observation Setting *Business or Parent Meeting / Leadership Team Meeting / Professional Learning / Instructional Conference / Site Visit*	Engages staff in the **analysis of system data at key intervals, to inform** the development, maintenance, **monitoring**, and/or revision of effective and consistent systems and administrative routines **for most** operations to address real **and potential challenges** to safety, security, or teaching and learning. (O) (D – Management System Artifacts) (S – Staff)	**Engages staff in the development, maintenance, and/or revision of** effective and consistent systems and administrative routines for critical operations to support instructional priorities, emotional safety and physical safety of students and staff, and an efficient, orderly learning environment free of distractions or disruptions. (O) (D – Management System Artifacts) (S – Staff)	Implements **effective and consistent systems and administrative routines for critical operations** (*e.g., discipline, communication, schedules, attendance*) **to support instructional priorities, emotional safety and physical safety of students and staff, and an efficient, orderly learning environment free of distractions or disruptions.** (O) (D – Management System Artifacts) (S – Staff)	Manages the organization and operation for a clean, safe, orderly, learning environment in compliance with city codes, board policy, state statute, district standard operating procedures, and site procedures. (O) (D – Management System Artifacts) (S – Staff)	

Element	4	3	2	1	0
	Descriptors				
Recruitment, Retention, & Succession Planning **Observation Setting** Business or Parent Meeting · Leadership Team Meeting · Professional Learning · Instructional Conference · Site Visit	Makes high quality staff selections, ensures equitable distribution of highly effective staff members, and establishes systems for recruiting and **retaining highly effective educators. Ensures succession plans for every position in the school.** (D – Management System Artifacts) **Identifies, equips, and places staff members in career pathway positions or intentional assignments** with effective formal and informal mentoring to build leadership capacity. (O) (D – Management System Artifacts)	Makes high quality staff selections, ensures equitable distribution of highly effective staff members, **and establishes systems for recruiting high quality candidates** (*i.e. pre-service internships or student teaching*). (D – Management System Artifacts) **Provides formal or informal leadership opportunities** to mentor emerging staff leaders by delegating appropriate leadership tasks to competent staff members, checking on progress, and providing support. (O) (D – Management System Artifacts)	Makes high quality staff selections **and ensures equitable distribution of highly effective staff members**. (D – Management System Artifacts) Identifies, **develops, and advises** effective staff members in order to build leadership capacity consistent to meet school needs. (O) (D – Management System Artifacts)	Makes high-quality staff selections and placements. (D – Management System Artifacts) Identifies developing staff members and pairs with effective staff members for informal mentoring and models of effective practice. (O) (D – Management System Artifacts)	

Rewarding Excellence in Instruction & Leadership
Leading Observation Instrument

LEADING INSTRUCTION RUBRIC

The *Leading Instruction* rubric is designed to support the school administrator in leading the instructional program by maintaining high expectations for learning outcomes and closing the achievement gap, providing high quality differentiated professional learning, ensuring fidelity of instructional alignment to state standards and curriculum, and implementing teacher evaluation process.

Element	4	3	2	1	0
	Descriptors				
Observation & Evaluation of Instruction: Scripting Observation Setting (Business or Parent Meeting, Leadership Team Meeting, Professional Learning, **Instructional Conference**, Site Visit)	Accurately scripts teacher and student statements, **analyzes instruction, and labels script for specific instructional feedback examples in conference** and evidence of observations and evaluation ratings. (O) (D – Teacher Observational Data or Artifacts)	Accurately scripts teacher and student statements **in a comprehensive manner (***e.g., time intervals, learner engagement data, teacher movement patterns***)** to provide evidence of observations and evaluation ratings. (O) (D – Teacher Observational Data or Artifacts)	**Accurately** scripts teacher and student statements to provide evidence of observations and evaluation ratings. (O) (D – Teacher Observational Data or Artifacts)	Scripts teacher and student statements to provide evidence of observations and evaluation ratings. (O) (D – Teacher Observational Data or Artifacts)	
Observation & Evaluation of Instruction: Scoring Accuracy Observation Setting (Business or Parent Meeting, Leadership Team Meeting, Professional Learning, Instructional Conference, Site Visit)	**Systematically** uses own LOI CET, CEA, teacher evaluation, and walk-through data, co-observation feedback, to identify areas for own professional learning; collaborates with colleagues to increase inter-rater agreement; **improves fair and consistent scoring practices across content areas and evaluators**. (D-Management System Artifact)	Uses own LOI CET, CEA, **teacher evaluation, and walk-through data**, along with co-observation feedback, to identify areas for own professional learning; **participates in opportunities to collaborate with colleagues to increase inter-rater agreement** and scoring accuracy. (D-Management System Artifact)	Uses own LOI CEA and CET data, along with co-observation feedback, to identify areas for own professional learning; **participates in aligned professional development** to increase scoring accuracy. (D-Management System Artifact)	Uses own LOI CEA and CET data, along with co-observation feedback, to identify areas for own professional learning to increase scoring accuracy. (D-Management System Artifact)	

Element	4	3	2	1	0
	Descriptors				
Pre & Post Conference: Data Gathering Observation Setting Business or Parent Meeting / Leadership Team Meeting / Professional Learning / Instructional Conference / Site Visit	Focuses conference on objectives derived from accurate analysis of instruction, content rigor, student misconceptions, and **knowledge of teacher as a learner.** (O) **Teacher self reflects** on lesson assessment data (*for whole group, sub-groups, **and individuals***) and teacher plans or actions to **make conjectures** about the relationship between teaching and student learning. (O) **Uses teacher conjectures** to adjust or transition with **efficient, appropriate, and focused** follow-up questions; and ascertains teacher knowledge of elements, attributes, **and when and how to use elements effectively.** (O)	Focuses conference on objectives derived from accurate analysis of instruction, **content rigor, and student misconceptions.** (O) **Guides** teacher reflection on lesson assessment data (*for whole group and sub-groups*) and teacher plans or actions **to analyze the cause and effect relationship between teaching and student learning**. (O) **Uses teacher responses to adjust or transition with follow-up questions and ascertains teacher knowledge of element and attributes.** (O)	Focuses conference on objectives **derived from accurate analysis of instruction**. (O) Engages teacher reflection on (*whole group **and sub-group***) lesson assessment data and teacher plans or actions. (O) Asks initial questions and **follow-up** questions aligned to conference objectives **to probe deeper.** (O)	Conducts teacher conference to focus on conference objectives. (O) Engages teacher reflection on whole group lesson assessment data and teacher plans (*pre-conference*) or actions (*post-conference*). (O) Asks questions aligned to conference objectives. (O)	
Post Conference: Reinforcement & Refinement Observation Setting Business or Parent Meeting / Leadership Team Meeting / Professional Learning / Instructional Conference / Site Visit	**Teacher converses with evaluator and demonstrates exploration of the content discipline and deep, nuanced knowledge of high-leverage strategies** integral to the cause/effect relationship between teaching and learning (*for whole group, sub-groups, **and individual needs of students and the needs or interests of the teacher***). (O) **Teacher demonstrates understanding** of conference objective rubric element(s) and their purpose, attributes/steps, and insight about when and how to effectively use the **strategy in multiple instructional contexts** (*i.e. content concepts or groupings*). (O)	**Builds on teacher comments to transition to reinforcement and refinement and provide meaning for feedback** focusing on rubric elements integral to the cause/effect relationship between teaching and learning (*for whole group **and sub-groups***), based on evidence from script and student learning artifacts. (O) Shares strategy aligned to conference objective rubric element(s), and teacher demonstrates understanding of purpose, attributes/steps, and when and how to use the strategy to previously taught lesson **and future lessons.** (O)	Provides **relevant** feedback **focusing on rubric elements integral to the cause/effect relationship between teaching and learning (*for whole group*), based on evidence from script and student learning artifacts.** (O) **Shares strategy aligned to conference objective rubric element(s) and teacher demonstrates understanding of purpose, attributes/steps, and when and how to use the strategy to previously taught lesson.** (O)	Provides practical and specific feedback based on direct quotes from instruction and examples of student learning. (O) Teacher leader checks for understanding, and teacher restates element and attributes/steps. (O)	

Element	4	3	2	1	0
	Descriptors				
Professional Development: New Learning / Observation Setting (Business or Parent Meeting, Leadership Team Meeting, **Professional Learning**, Instructional Conference, Site Visit)	Ensures professional development has a specific, measurable, and ambitious objective that connects to a series of professional development cycles that leads to CIP goal(s). (O) Ensures professional development is differentiated, **team-based, results-oriented,** and job-embedded with clear targets for teacher practice and student learning. (O) Engages teachers in reflective interactions applying learning to previous and future instructional practice **within multiple contexts.** (O) Maintains focus on narrowed initiatives and **adjusts pacing of new PD objective cycles to allow sufficient time for teachers to build confidence and competence with current learning before advancing with new learning.** (O)	**Ensures professional development has a specific, measurable, and ambitious objective that connects to a series of professional development cycles that leads to CIP goal(s).** (O) Ensures professional development is **differentiated** and job-embedded with clear targets for teacher practice and student learning. (O) Engages teachers in **reflective interactions** applying learning to previous **and future** instructional practice. (O) Maintains focus on narrowed initiatives to buffer staff from competing expectations for learning or implementation. (O)	Delivers professional development that is aligned to CIP goals. (O) **Ensures professional development is job-embedded with clear targets for teacher practice and student learning.** (O) **Engages teachers in applying learning to previous instructional practice.** (O)	Ensures professional development aligns to Continuous Improvement Plan (CIP) goals. (O) Engages teachers in the professional learning. (O)	
Collaborative Learning Structures / Observation Setting (Business or Parent Meeting, Leadership Team Meeting, Professional Learning, Instructional Conference, **Site Visit**)	Creates and successfully implements multiple flexible structures for professional learning and **weekly** collaboration to meet vertical, horizontal, and/or integrated team-specific learning/achievement goals **with protocols to support team SMART goal development, action plan implementation** (including **reflection on prior instruction or assessment strategies, lesson or unit** planning, **examination of student work,** analysis of **disaggregated** data, **modification of materials to address gaps,** and/or assessment development) **and reflection of group processes.** (O) (D – Management System Artifacts)	Creates **and supports** the utilization of multiple **flexible** grouping structures for scaffolding professional learning, and ensures teams collaborate (**at least twice monthly**) to meet team-specific student learning/achievement goals and individual teacher needs for content, **planning, analysis of data, assessment development** and/ or rubric element instructional strategies. (O) (D – Management System Artifacts)	**Utilizes multiple structures for scaffolding professional learning, and ensures** (via agenda/notes collection, visitations, verbal feedback to teams, etc.) **teams collaborate** to meet team-specific (*school, grade level, or vertical content*) student learning/achievement goals **and individual teacher needs for content or rubric elements**. (O) (D – Management System Artifacts)	Provides structures (*e.g., collaborative learning team common planning time, or grade level /subject area meeting*) for the purpose of meeting team specific student learning /achievement goals. (O) (D – Management System Artifacts)	

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Element	4	3	2	1	0
	Descriptors				
Professional Development: Adjusting Support **Observation Setting** Business or Parent Meeting / Leadership Team Meeting / Professional Learning / Instructional Conference / Site Visit	**Accurately** analyzes student learning data and **in-depth** patterns of teacher progress, **relevant** teacher conceptions/misconceptions, and **anecdotal information about teacher**. (O) (D – Instructional Support Plans) Accurately identifies high priority next areas for refinements in content, rigor, **and/or** pedagogical shifts for differentiated teacher groups **and targeted student groups.** (O) (D – Instructional Support Plans) **Interprets** the impact of **the type of instructional support and the strategy for delivery (*i.e. frequency, duration, and level of scaffolding*)** on the progress of differentiated groups or individual teachers and makes adjustments to **the type of instructional support and strategies for delivery (*i.e. frequency, duration, level of scaffolding*)** to remove obstacles and improve student achievement. (O) (D – Instructional Support Plans)	**Analyzes student learning data and patterns** of teacher progress, **teacher conceptions, and teacher misconceptions**. (O) (D – Instructional Support Plans) **Accurately** identifies **high priority next areas** for refinements in content, rigor, **and/or** pedagogical shifts for differentiated groups. (O) (D – Instructional Support Plans) Interprets the impact of instructional support strategies on the progress of differentiated groups or assigned individual teachers and makes adjustments to future instructional support to remove obstacles and improve student achievement. (O) (D – Instructional Support Plans)	**Collects and analyzes teacher progress monitoring evidence of instructional effectiveness.** (O) (D – Instructional Support Plans) **Identifies needs for refinements in content, rigor, and/or pedagogical shifts for differentiated groups.** (O) (D – Instructional Support Plans) **Identifies relationship between professional development efforts and impact on student learning to adjust instructional support for teacher groups**. (*i.e. planning, content or pedagogy training, application/practice in collaborative teams, observation, coaching, checking for understanding*). (O) (D – Instructional Support Plans)	Maintains records of teacher progress and articulates the progress and potential obstacles of individual teachers. (O) (D – Instructional Support Plans) Identifies refinements in pedagogical shifts for at least one teacher group. (O) (D – Instructional Support Plans) Identifies areas of professional development support that need adjustment. (O) (D – Instructional Support Plans)	

SECURING ACCOUNTABILITY RUBRIC

The *Securing Accountability* rubric is designed to support the school administrator in creating conditions for student success. The school administrator monitors the continuous improvement plan (CIP) to meet or exceed rigorous, student achievement goals in order to close achievement gaps or maintain high levels of performance.

Element	4	3	2	1	0
	Descriptors				
Accountability for Goals **Observation Setting** *Business or Parent Meeting · **Leadership Team Meeting** · Professional Learning · Instructional Conference · Site Visit*	Utilizes an effective process to consistently monitor, review and revise horizontal **and vertical team** goals/action plans and/or CIP. (O) (D – CIP)	Utilizes an effective process to consistently monitor, review and revise **horizontal team goals/action plans** and/or CIP. (O) (D – CIP)	Utilizes an **effective** process to **consistently monitor, review, and revise team goals or CIP in critical areas** (*e.g., tracks annual outcomes and monthly/weekly data against plan milestones to monitor, track, and review progress; adjusts strategies in order to reach goals*). (O) (D – CIP)	Utilizes a process to monitor school or team goals. (O) (D – CIP)	
	Exceeds school-wide performance goals for student achievement and for targeted sub-groups in core content areas. (D – Student Achievement Data)	Meets performance goals for student achievement **in targeted sub-groups in core content** areas. (D – Student Achievement Data)	**Meets** performance goals for student achievement in **core content** areas. (D – Student Achievement Data)	Demonstrates measurable **student achievement gains** in **core content** goal areas. (D – Student Achievement Data)	
Supervision of Written, Taught, & Tested Curriculum **Observation Setting** *Business or Parent Meeting · Leadership Team Meeting · Professional Learning · Instructional Conference · **Site Visit***	Monitors teaching to assess alignment **and team-specific** gaps between written, taught, tested curriculum and student achievement results; summarizes implementation of **more than** one content vertical progression. (O) (D –Teacher Observational Data or Artifacts)	Monitors teaching to assess alignment **and gaps between written, taught, and tested curriculum and student achievement results; summarizes implementation of at least one content vertical progression.** (O) (D –Teacher Observational Data or Artifacts)	Monitors teaching **alignment** to the standards **in all subjects** through teacher evaluation process, classroom visits, and supervision of collaborative team meetings. (O) (D –Teacher Observational Data or Artifacts)	Monitors teaching of the standards in core subjects (*or assigned core subject for assistant principal*) through teacher evaluation process, classroom visitations, and supervision of collaborative team meetings. (O) (D –Teacher Observational Data or Artifacts)	

Element	4	3	2	1	0
	Descriptors				
Implementation of Strategies Observation Setting Business or Parent Meeting / Leadership Team Meeting / Professional Learning / Instructional Conference / **Site Visit**	Establishes academic priorities that are non-negotiable, and teachers demonstrate **implementation** of strategies to promote the academic priorities **throughout the school or assigned group of teachers**. (O) Holds staff and teams accountable for implementing CIP aligned strategies **and tracks effectiveness of implementation of strategies by school and team based on teaching and student learning.** (D – Management System Artifacts)	Establishes academic priorities that are non-negotiable, **and teachers demonstrate support of strategies to promote the academic priorities.** (O) Holds staff and teams accountable for implementing CIP aligned strategies **and tracks effectiveness of implementation of strategies school-wide**. (D – Management System Artifacts)	Establishes academic priorities **that are non-negotiable.** (O) **Holds staff and teams accountable for implementing strategies that align teaching and learning with CIP.** (D – Management System Artifacts)	Establishes academic priorities. (O) Communicates expectation for implementing strategies that align to CIP. (D – Management System Artifacts)	
Educator Goal Plans Observation Setting Business or Parent Meeting / Leadership Team Meeting / Professional Learning / Instructional Conference / Site Visit	Develops and/or annually revises Educator Goal Plans in collaboration with teachers that include measurable goals that will have the greatest impact on student learning, aligned action steps, and sufficient support or resources for the teacher clearly identified within the plan and provided to **nearly all** teachers. (D – Educator Goal Plan) Produces documentation that **90%** of teachers achieved their EGP goals. (D – Educator Goal Plan)	Develops and/or annually revises Educator Goal Plans in collaboration with teachers that include measurable goals **that will have the greatest impact on student learning**, aligned action steps, and **sufficient support or resources for the teacher clearly identified** within the plan **and provided to most teachers**. (D – Educator Goal Plan) Produces documentation that **80%** of teachers achieved their EGP goals. (D – Educator Goal Plan)	Develops and/or annually revises Educator Goal Plans **in collaboration with teachers that include measurable goals and aligned actions steps** for all assigned teachers using s**tudent achievement** and teacher observation data. (D – Educator Goal Plan) Produces documentation that **70%** of teachers achieved their EGP goals. (D – Educator Goal Plan)	Develops and/or annually revises Educator Goal Plan for all teachers using refinement goal from assigned teachers' observation(s). (D – Educator Goal Plan) Produces documentation that **less than 70%** of teachers achieved their EGP goals. (D – Educator Goal Plan)	

Leading Observation Instrument

Category	Indicator	Business or Parent Meeting	Leadership Team Meeting	Professional Learning	Instructional Conference	Site Visit	Continuous Improvement Plans	Instructional Support Plans	Educator Goal Plans	Student Achievement Data	Management System Artifacts	Teacher/School Observational Data	Survey Data
Setting & Communicating Direction	Shared Purpose		√										
	CIP: Goal Setting						√						
	CIP: Action Plans						√						
	School Resource Management	√					√				√		
Building Relationships	Accessibility				√						√		√
	Mutual Trust & Respect	√											√
	Culture of Improvement		√										
Developing the Organization	Group Facilitation		√										
	Change Process			√									√
	Communication Systems	√									√		√
	Management Systems				√						√		√
	Recruitment, Retention, & Succession Planning		√								√		
Leading Instruction	Observation & Evaluation of Instruction: Scripting				√							√	
	Observation & Evaluation of Instruction: Scoring Accuracy										√		
	Pre & Post Conference: Data Gathering				√								
	Post Conference: Reinforcement & Refinement				√								
	Professional Development: New Learning			√									
	Collaborative Learning Structures				√						√		
	Professional Development: Adjusting Support	√						√					
Securing Accountability	Accountability for Goals		√				√			√			
	Supervision of Written, Taught, & Tested Curriculum				√							√	
	Implementation of Strategies				√						√		
	Educator Goal Plans								√				