

Rubric for School Business Administrators
(Adapted from the ESE Model System Rubric for Superintendents)

September 2012

Guide to Adapted Rubric for School Business Administrators

Rubrics – defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” (603 CMR 35.02) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. 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.

Structure of the Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for all administrators: *Instructional Leadership*; *Management and Operations*; *Family and Community Engagement*; and *Professional Culture*.
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are five Indicators in Standard I of the Superintendent rubric including *Curriculum*, *Instruction*, and *Evaluation*.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*.

Use of the Rubric

This rubric describes administrative leadership practice at the district level and has been adapted from the ESE Model System Superintendent’s Rubric to address the specific roles and responsibilities of school business administrators (SBAs). It is intended to be used throughout the 5-Step Cycle for the evaluation of a school business administrator.

The responsibilities of administrators to whom this rubric will be applied may vary. Massachusetts Association of School Business Officials (MASBO) encourages SBAs and their evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and elements that should be high priorities according to that individual’s role and responsibilities as well as his/her professional practice, student learning goals, and district and/or school improvement goals. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, SBAs and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

Standards and Indicators of Effective Administrative Leadership

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Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum Indicator - Standards-Based Unit Design - Lesson Development Support B. Instruction Indicator - Instructional Practices - Quality and Effort of Work - Diverse Learners' Needs C. Assessment Indicator - Variety of Assessments - Adjustment to Practice D. Evaluation Indicator - Educator Goals - Observations & Feedback - Ratings - Alignment Review E. Data-Informed Decision Making Indicator - Knowledge & Use of Data - School and District Goals - Improvement of Performance, Effectiveness, and Learning	A. Environment Indicator - Plans, Procedures, and Routines - Operational Systems - Student Safety, Health, and Social and Emotional Needs B. Human Resources Management and Development Indicator - Recruitment & Hiring Strategies - Induction, Professional Development, and Career Growth Strategies C. Scheduling & Management Information Systems Indicator - Time for Teaching and Learning - Time for Collaboration D. Law, Ethics & Policies Indicator - Laws & Policies - Ethical Behavior - Risk Assessment & Management E. Fiscal Systems Indicator - Budget Development - Allocation of Resources - Financial Management & Oversight - Accounting & Payroll Administration - Purchasing Administration - Resource Management	A. Engagement Indicator - Family Engagement - Community & Business Engagement B. Sharing Responsibility Indicator - Student Support - Community Collaboration C. Communication Indicator - Culturally Proficient Communication - Public Communication D. Family Concerns Indicator - Family and Community Concerns	A. Commitment to High Standards Indicator - Commitment to High Standards - Mission and Core Values B. Cultural Proficiency Indicator - Policies and Practices C. Communications Indicator - Communication Skills D. Continuous Learner Indicator - Continuous Learning of Staff - Continuous Learning of Administrator E. Shared Vision Indicator - Shared Vision Development F. Managing Conflict Indicator - Response to Disagreement - Conflict Resolution - Consensus Building

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

School Business Administrator Rubric At-A-Glance

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 instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Standards-Based Unit Design	Does not provide support to administrators to use effective strategies for ensuring development of well-designed standards-based units. Does not demonstrate understanding of what rigorous standards-based unit design looks like.	Provides limited support to administrators to employ effective strategies for ensuring well-designed standards-based units. Demonstrates limited understanding of what rigorous standards-based unit design looks like.	Provides support and assistance for administrators to learn and employ effective strategies for ensuring that educators and educator teams design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Demonstrates a clear understanding of what rigorous standards-based unit design looks like.	Empowers administrators to employ strategies that empower staff to create rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects administrators to additional supports as needed. Demonstrates a thorough understanding of what well-structured lessons look like. Is able to model this element.
I-A-2. Lesson Development Support	Does not provide support to administrators to establish effective strategies to ensure development of well-structured lessons, does not support training, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices. Does not demonstrate understanding of what well-structured lessons look like.	Provides limited support to administrators to establish effective strategies for ensuring that educators develop well-structured lessons, and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed. Demonstrates limited understanding of what well-structured lessons look like.	Supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping. Demonstrates a clear understanding of what well-structured lessons look like.	Supports administrators to collaborate on developing strategies that enable educators to consistently develop series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Demonstrates a thorough understanding of what well-structured lessons look like. Is able to model this element.

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Indicator I-B. Instruction: Ensures that 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.

I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Instructional Practices	Does not communicate with or provide resources to school administrators for the purpose of allowing them to identify ways that principals identify effective teaching strategies when the principals observe practice and review unit plans.	Through occasional communication with school administrators, provides resources designed to help identify effective teaching strategies and practices when they observe practice and review unit plans, but resources are insufficient or inconsistent.	Through communication with and the provision of resources to principals, allows for school administrators to identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.	Through communication with and the provision of resources to school administrators, ensures that school administrators know and employ effective strategies and practices for helping educators improve instructional practice. Is able to model this element.
I-B-2. Quality of Effort and Work	Does not set high expectation for the quality of content, student effort, and/or student work district-wide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work district-wide, but allows expectations to be inconsistently applied across the district.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators to uphold these expectations consistently.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and empowers administrators, educators and students to uphold these expectations consistently. Is able to model this element.
I-B-3. Diverse Learners' Needs	Does not communicate with school administrators or provide adequate resources that promote the identification of effective teaching strategies and practices that are appropriate for diverse learners.	While the school business administrator may communicate with and provide occasional resources to school administrators, support is insufficient to facilitate the identification of effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans.	Through communication with and the provision of resources to school administrators, allows for school administrators to look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.	Through communication with and the provision of resources to school administrators, ensures that school administrators know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element.

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Indicator I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to 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.

I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessments	Does not support or monitor a coherent strategy for multiple assessments, leaving it up to individual administrators to design and implement their own strategies.	Provides administrators with support for formal assessment options but provides minimal support for more informal methods and assessments, and/or does not monitor and support strategies for using a variety of assessments.	Supports administrator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.	Participates in and supports administrator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.
I-C-2. Adjustment to Practice	Does not support or facilitate administrator teams to review assessment data.	Suggests that administrator teams meet to review data and plan for adjustments and interventions but inadequately supports or observes this practice.	Provides the resources for planning time and effective support for administrator teams to review assessment data and identify appropriate interventions and adjustments to practice. Observes administrators' efforts and successes in this area.	Participates in and supports administrator team review meetings after each round of assessments. Observes teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.

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Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support administrators to develop professional practice, student learning and/or district/school improvement goals, review the goals for quality, and/or support administrators in attaining goals.	Supports administrators and administrator teams to develop professional practice, student learning and, where appropriate, district/school improvement goals but does not consistently review them for quality and/or monitor progress.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning and district/school improvement goals and models this process through the superintendent's own evaluation process and goals. Is able to model this element.
I-D-2. Observations and Feedback	Rarely conducts visits to observe educator practice and/or does not provide honest feedback to educators who are not performing proficiently.	Conducts infrequent observations of educational support staff for whom he/she is directly responsible to observe practice, rarely provides feedback that is specific and constructive, and/or critiques struggling educators without providing support to improve their performance.	Typically conducts multiple observations of support staff for whom he/she is directly responsible every year and provides targeted constructive feedback. Acknowledges effective practice and provides redirection and support for those whose practice is less than <i>Proficient</i>.	Conducts multiple observations of support staff for whom he/she is directly responsible throughout the year to observe educator practice and provides targeted constructive feedback. Engages with all in conversations about improvement, celebrates effective practice, and provides targeted support to those whose practice is less than <i>Proficient</i> . Is able to model this element.
I-D-3. Ratings	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some support staff for whom he/she is directly responsible.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to support staff for whom he/she is directly responsible.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that support staff for whom he/she is directly responsible understands why they received their ratings.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that support staff for whom he/she is directly responsible understands in detail why they received their ratings and provides effective support around this practice. Is able to model this element.
I-D-4. Alignment Review	Does not review alignment between judgment about practice and data about performance when evaluating and rating support staff.	Occasionally reviews alignment between judgment about practice and performance data.	Consistently reviews alignment between judgment about practice and performance data and makes informed decisions about support to and evaluation of support staff based upon this review.	Studies alignment between judgment about practice and data about performance when evaluating and rating support staff and provides effective support around this practice. Is able to model this element.

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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.

I-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Knowledge and Use of Data	Relies on too few data sources to represent the full picture of school or district performance, and/or does not analyze the data accurately.	May work with administrators to identify multiple sources of student learning data, but these data do not provide multiple perspectives on performance, and/or analysis of the data is sometimes inaccurate.	Engages with administrators and supports them in identifying a range of appropriate data sources and in effectively analyzing the data for decision-making purposes.	Supports administrator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school and district performance, and models effective data analysis for staff. Is able to model this element.
I-E-2. School and District Goals	Relies on limited information on school and district strengths and weaknesses and/or does not use these data to support district plans or actions.	Assesses school and district strengths and weaknesses using data that are not carefully analyzed and/or supports an unfocused strategic plan.	Uses data to accurately assess school and district strengths and areas for improvement to inform the creation of focused, measurable district goals. Provides support to school administrators in their efforts to create focused, measurable school goals.	Involves stakeholders in a comprehensive diagnosis of school and district strengths and weaknesses using appropriate data, and participates in a collaborative process to develop focused, measurable school goals for schools and a focused, results-oriented strategic plan with annual goals for districts. Is able to model this element.
I-E-3. Improvement of Performance, Effectiveness, and Learning	Uses little or no data sources to evaluate district performance and/or develops a financial model that fails to identify or prioritize resources to student and/or educator subgroups in need support to improve performance.	Uses limited data sources to evaluate district performance and/or develops a financial model that reflects limited knowledge of student and/or educator subgroups in need support and inappropriately prioritizes instructional resources to improve performance.	Uses multiple data sources to evaluate district performance and develop a financial model that identifies student and/or educator subgroups in need of support and prioritizes instructional resources accordingly.	Uses multiple data source—both within the district and from outside the district—to evaluate district performance and develop a comprehensive financial model that identifies student and/or educator subgroups in need of support and prioritizes instructional resources accordingly. Monitors implementation of the model and assesses outcomes. Is able to model this element.

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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.

II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Plans, Procedures, and Routines	Does not support the district effectively for orderly and efficient movement of students and staff.	Contributes to the development of and supports plans, procedures, and routines to guide administrators, but student and staff scheduling (e.g. entry, dismissal, meals, and class transitions) are not consistently orderly and/or efficient.	Contributes to the development of and supports systems, plans, procedures, and routines for administrators to implement that generally ensure orderly and efficient student and staff scheduling (e.g. entry, dismissal, meals, class transitions).	Establishes and supports systems, plans, procedures, and routines that empower administrators, students and staff to implement orderly and efficient student and staff scheduling (e.g. entry, dismissal, meals, class transitions). Is able to model this element.
II-A-2. Operational Systems	Fails to support systems and procedures that support custodial and/or other staff, so that the campus is not generally clean, attractive, welcoming, and/or safe.	Contributes to the development of and supports systems and procedures that result in inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	Contributes to the development of and supports systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.	Creates and maintains a district environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.
II-A-3. Student Safety, Health, and Social and Emotional Needs	Does not provide support for consistent procedures for student discipline; district disciplinary practice varies from school to school; and/or provides inconsistent support for district policies or procedures inconsistently.	May urge administrators to demand good student behavior but allows varying standards to exist in different schools. Supports administrators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences.	Supports administrator teams in developing systems and procedures for positive student behavior; provides support for appropriate training for administrators to uphold these expectations. Supports district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.	Guides administrators and teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations. Successfully supports district-wide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element.

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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.

II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Recruitment and Hiring Strategies	Does not support the recruitment and hiring process.	Supports the recruitment and hiring process but funding is inconsistent or inadequate to identify and hire effective administrators and educators.	Facilitates and supports through adequate funding the district's recruitment and hiring process such that it consistently identifies effective administrators and educators who share the district's mission.	Facilitates and supports through adequate funding the district's recruitment and hiring process that consistently identifies effective administrators and educators who share the district's mission and empowers administrators and faculty members to share in a structured, consistent interview process. Is able to model this element.
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new administrators, provide guidance to them to support educators, support high-quality job-embedded professional development, and/or support strategies for career growth of effective educators.	Contributes to the development of and supports only a limited district-wide induction program for new administrators and teachers and/or inconsistently supports the district's induction strategy; supports job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support career growth strategies for effective administrators and educators.	Contributes to the development of and supports district-wide induction support for new administrators and teachers and/or faithfully supports the district's induction strategy; supports high-quality job-embedded professional development aligned with district goals; and supports strategies for career growth of effective professional personnel.	Facilitates and consistently supports the administrator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with district goals; are consistently viewed by professional personnel as effective and helpful, and provide multiple opportunities for administrator and educator growth and learning. Participates in the development of district criteria for the awarding of professional status. Is able to model this element.

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Indicator II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.

II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Time for Teaching and Learning	Does little to support schedules, procedures or related systems that act to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Supports schedules, procedures and related systems that generally act to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals. Does not monitor the extent to which these systems are effective.	Contributes to the development of and supports schedules, procedures and related systems (e.g. facilities and HR management systems) that maximize instructional time and minimize school day disruptions and distractions and consistently monitors the extent to which these systems are effective.	Empowers administrators and teams to contribute to the design and monitoring of district systems (e.g. facilities and HR management systems) that maximize instructional time and minimize disruptions and distractions. Is able to model this element.
II-C-2. Time for Collaboration	Sets unrealistic expectations for support staff team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities. Does not establish norms for the administrator team meetings.	Sets inconsistent expectations for support staff team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success. Norms for team behavior are unclear and/or not consistently practiced.	Sets expectations for support staff team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with the team's ability to focus on the agenda during team time. Establishes norms for effective team behavior.	Is transparent and forthcoming about expectations for all support staff team meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Is able to model this element.

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

II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, procurement processes or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, procurement processes and collective bargaining agreements, but inconsistently complies with some laws or policies.	Understands and complies with state and federal laws and mandates, school committee policies, procurement processes and collective bargaining agreements. Provides the resources and support to ensure district-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, procurement processes and collective bargaining agreements. Is able to model this element.
II-D-2. Ethical Behavior	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect administrator, student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect administrator, student, family, and staff confidentiality appropriately.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately; and expects all district personnel to reflect this practice.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.
II-D-3. Risk Assessment & Management	Does not ensure that an adequate risk management program is in place; fails to ensure that risk management program meets legal requirements and district needs; does not communicate the risk management program to appropriate stakeholders.	Ensures that a risk management program is in place, but program may be insufficient with regard to the district's scope of need; inconsistently recommends programmatic changes consistent with legal requirements and district needs; communicates the risk management program to some but not all stakeholders.	Ensures that a comprehensive risk management program is in place; recommends programmatic changes consistent with legal requirements and district needs; communicates the risk management program to all stakeholders.	Ensures that a comprehensive risk management program is in place and regularly implements programmatic changes consistent with legal requirements and district needs; regularly communicates components of risk management program to all stakeholders. Is able to model this element.

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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- and school-level goals and available resources.

II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Budget Development	Does not encourage stakeholder participation in the budget making process or develops a budget that meets few if any statutory requirements; budget is not clearly written or aligned with the district's vision, mission, and goals.	Develops a budget through a process that includes limited participation from relevant stakeholders; budget requires some revision in order to meet statutory requirements; budget is readable but is not consistently clear and aligned with the district's vision, mission, and goals.	Develops a budget through a participatory process that includes all relevant stakeholders and meets all statutory requirements; budget is complete, clearly written and aligned with the district's vision, mission, and goals.	Develops a budget through an open, participatory process that includes all relevant stakeholders and meets all statutory requirements; budget is complete, clearly written, highly transparent, provides comprehensive analysis linking spending to student outcomes, and demonstrates how funding will further the district's vision, mission, and goals. Is able to model this element.
II-E-2. Allocation of Resources	Proposes an allocation of existing resources that does not meet or meets in a limited way the differentiated needs of all students and educators; does not ensure educationally sound programs and quality facilities.	Inconsistently proposes allocation of existing resources that inconsistently meets the differentiated needs of all students and educators; inconsistently ensures educationally sound programs and quality facilities.	Proposes allocation of all existing resources to meet the differentiated needs of all students and educators; ensures educationally sound programs and quality facilities.	Proposes allocation of existing resources and identifies new resources to meet the differentiated needs of all students and educators; ensures educationally sound programs and quality facilities; uses budget limitations to create new opportunities for improvement, when possible. Is able to model this element.
II-E-3. Financial Management and Oversight	Does not track, analyze or report on district expenditures; does not maintain proper or effective internal controls; frequently fails to meet statutory reporting requirements or deadlines; does not implement effective or compliant auditing program.	Tracks district expenditures and occasionally reports on expenditures; maintains some internal controls; meets most statutory reporting requirements but not always in a timely fashion; inconsistently implements effective and compliant auditing programs.	Tracks, analyzes, and regularly reports on district expenditures; maintains proper internal controls; meets all statutory reporting requirements; and implements an effective and compliant auditing program.	Continuously tracks and analyzes district expenditures and regularly reports on how those expenditures impact student outcomes; identifies ineffective internal controls and works to improve their effectiveness or implement new and improved controls; consistently meets or exceeds all statutory reporting requirements; identifies ways to improve auditing program and practices and implements highly effective auditing programs. Is able to model this element.

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II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-4. Accounting and Payroll Administration	Inconsistently manages and oversees effective accounting and payroll practices and procedures. Does not ensure that staff is competent in the accounting and payroll functions they perform, and does not identify or implement training and development opportunities for employees. Does not ensure that policies and procedures are clearly articulated and documented.	Manages and oversees accounting and payroll practices and procedures but does not work to improve their effectiveness. Ensures most district staff are competent in the accounting and payroll functions they perform, but does not identify or implement training and development opportunities for employees. Some but not all policies and procedures are articulated and documented.	Manages and oversees effective accounting and payroll practices and procedures and ensures staff is knowledgeable, competent, and sufficiently trained in the accounting and payroll functions they perform. Ensures policies and procedures are clearly articulated and documented.	Identifies ineffective accounting and payroll practices and procedures and works to improve their effectiveness or implement new practices and procedures. Ensures staff is knowledgeable and competent in the accounting and payroll functions they perform, and continually works to increase their knowledge and competence through training. Identifies and implements ways in which policies and procedures can be more clearly articulated and documented. Is able to model this element.
II-E-5. Purchasing Administration	Inconsistently manages and oversees purchasing practices and procedures. Does not ensure that staff is competent in the purchasing functions they perform, and does not identify or implement training and development opportunities for employees. Does not ensure that policies and procedures are clearly articulated and documented. Does not demonstrate a commitment to fiscal responsibility.	Manages and oversees purchasing practices and procedures but does not work to improve their effectiveness. Ensures most staff is competent in the purchasing functions they perform, but does not identify or implement training and development opportunities for employees. Some but not all policies and procedures are articulated and documented. Demonstrates fiscal responsibility in most but not all areas.	Manages and oversees effective purchasing practices and procedures and ensures staff is knowledgeable, competent, and sufficiently trained in the purchasing functions they perform. Ensures that policies and procedures are clearly articulated and documented. Demonstrates a commitment to fiscal responsibility at all levels.	Identifies ineffective purchasing practices and procedures and works to improve their effectiveness or implement new practices and procedures. Ensures staff is knowledgeable and competent in the purchasing functions they perform, and continually works to increase their knowledge and competence through training. Identifies and implements ways in which policies and procedures can be more clearly articulated and documented. Ensures a commitment to fiscal responsibility and sustainability at all levels. Is able to model this element.
II-E-6. Resource Management	Does not pursue external financial resources; does not adequately or appropriately manage the use of state and federal grants, and tuition and fee revenue received.	Pursues limited external financial resources in relation to external resources available; manages the use of most state and federal grants, and tuition and fee revenue received.	Effectively pursues external financial resources; manages the use of all state and federal grants, and tuition and fee revenue received.	Implements policies and procedures to more effectively pursue external financial resources; develops the resources and capabilities of the district to pursue external funding; effectively manages the use of state and federal grants, and tuition and fee revenue received. Is able to model this element.

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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 effectiveness of the classroom, school, district and community.

III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	Does little to welcome families as members of the district, classroom or school community or tolerates an environment that is unwelcoming to some families.	May provide some resources and support and make some attempts to welcome families as members of the district, classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English.	Provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to district, classroom, school, and community effectiveness. Works with administrators, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element.
III-A-2. Community and Business Engagement	Limits work to the immediate context of the schools. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to district effectiveness.	Engages some community organizations, community members, and/or businesses in annual district events but does not make efforts to increase their involvement to maximize community contributions for district effectiveness.	Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness.	Establishes strategic partnerships with community organizations, community members, and businesses that improve district effectiveness. Works to increase the types and number of organizations with whom the district partners in order to deepen relationships and increase partner contribution. Is able to model this element.

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Indicator III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.

III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Student Support	Does not support administrators and educators to identify student needs or work with administrators to support families to address student needs.	Provides minimal resources and support to enable administrators to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources.	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district.	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the district. Is able to model this element.
III-B-2. Community Collaboration	Does not engage community stakeholders with information about ways to support student learning at school and in the community.	Occasionally engages community stakeholders with information about supporting student learning needs at school and in the community, and/or supporting their children with disabilities or limited English proficiency.	Regularly engages community stakeholders with information about supporting student learning at school and in the community, including appropriate adaptation for students with disabilities or limited English proficiency.	Regularly provides comprehensive, actionable information to community stakeholders about supporting student learning at school and in the community, including students with limited English proficiency and/or students with disabilities. Is able to model this element.

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

III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Culturally Proficient Communication	Allows inappropriate, disrespectful communication with families and/or community stakeholders that ignores different cultural norms. Does not set clear expectations for or provide support to administrators and/or support staff regarding culturally sensitive communication.	Occasionally communicates in ways that are culturally insensitive to some recipients' home language, culture, and values. May provide support to administrators and/or support staff regarding culturally sensitive communication but does not set clear expectations for such communication.	Ensures that communication with families and community stakeholders is always respectful and demonstrates understanding of and sensitivity to different home language, culture, and values. Sets expectations for and provides support to administrators and support staff regarding culturally sensitive communication.	Ensures that communication with families and community stakeholders is always respectful and demonstrates understanding and appreciation of different home language, culture, and values. Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication to administrators and support staff. Is able to model this element.
III-C-2. Public Communication	Communication with the public is nonexistent or highly infrequent; rarely participates in public hearings and school committee meetings about the fiscal status of the school and/or district; does not make the district's spending plan and/or budget publicly available and accessible; does not produce financial reports.	Communication with the public primarily occurs through reports or other one-way media; occasionally participates in public hearings and school committee meetings about the fiscal status of the school and/or district; makes publicly available and accessible the district's spending plan and/or budget; produces financial reports that lack clarity and/or accuracy.	Regularly communicates with the public using two-way communication channels; regularly participates in public hearings and school committee meetings about the fiscal status of the school and/or district; makes publicly available and accessible the district's spending plan and/or budget; produces financial reports that are clear and accurate.	Regularly communicates with the public using two-way communication channels and solicits feedback that informs improvement to communication plans; regularly participates in public hearings, school committee meetings and other public forums about the fiscal status of the school and/or district; makes publicly available and accessible the district's spending plan and/or budget; produces financial reports that are clear, accurate, and accessible to multiple stakeholders. Is able to model this element.

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

III-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family and Community Concerns	Does not develop or maintain open and clear lines of communication with parents, staff, administration, and the public for purposes of addressing family and community concerns. Does not reach out to families as concerns arise and does not promote equitable solutions in the best interest of students.	Inconsistently develops and maintains open and clear lines of communication with parents, staff, administration, and the public for purposes of addressing family and community concerns. Reaches out to families only when major concerns arise and may not consistently promote equitable solutions in the best interest of students.	Develops and maintains clear lines of communication with parents, staff, administration, and the public for purposes of addressing family and community concerns. Reaches out to families as concerns arise and promotes equitable solutions in the best interest of students.	Develops and maintains open and clear lines of communication with parents, staff, administration, and the public for purposes of addressing family and community concerns. Introduces and utilizes new forms of family and community communication. Works with families to increase equity in schools. Is able to model this element.

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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 service, teaching and learning with high expectations for achievement for all.

IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	Does not share or encourage high standards of teaching and learning or high expectations for achievement, and/or may demonstrate low expectations for faculty and staff.	Acknowledges a shared commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	Participates in a shared commitment to high standards of teaching and learning with high expectations for achievement for all.	Contributes to the development of and participates in a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Is able to model this element.
IV-A-2. Mission and Core Values	Does not share or promote core values and mission statements for the school and district.	May contribute to the development of core values and mission statements but rarely uses them to guide decision making.	Participates in the development of, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.	Contributes to the development of core values and mission statements, shares these statements with families and the school district community, and uses them to guide decision making. Is able to model this element.
IV-A-3. Meetings	Leads team meetings that lack clear purpose and/or are primarily used for one-way informational updates.	May lead team meetings that include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms.	Plans and leads well-run and engaging team meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for team behavior.	Plans and facilitates engaging team meetings in which participants learn together and create solutions to instructional leadership issues. Team has established norms for behavior and consistently adheres to them. Consistently evaluates the effectiveness of the team meetings. Is able to model this element.

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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.

IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Contributes to the development of and/or supports culturally insensitive or inappropriate policies; does not support administrators and staff in building cultural proficiency; and/or supports a culture that minimizes the importance of individual differences.	Supports some policies that are not culturally sensitive; and/or provides limited resources or professional development for administrators to support the development of cultural proficiency and a culture that affirms individual differences.	Participates in the development of and supports culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Provides administrators with relevant resources and professional development to support them in building cultural proficiency and promotes a culture that affirms individual differences.	Contributes to the development and implementation of culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Supports administrators with time and resources to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element.

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

IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	Demonstrates strong interpersonal, written, and verbal communication skills.	Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element.

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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 practice and achieve improved results. Models these behaviors in the administrator's own practice.

IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Continuous Learning of Staff	Works largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and staff.	May encourage support staff to reflect on their work as well as the effectiveness of interactions with faculty and students; encourages staff to use data and best practices to adapt practice, but does not engage with or support staff around these practices.	Leads support staff to reflect on their work as well as the effectiveness of interactions with faculty and students. Ensures that staff uses data, research, and best practices to adapt practice to achieve improved results.	Models for support staff how to reflect on their work as well as the effectiveness of interactions with faculty and students and uses data, research, and best practices to adapt practice to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.
IV-D-2. Continuous Learning of Administrator	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve efficiency and practice.	Demonstrates openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership. Is able to model this element.

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 global contributor.

IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Vision Development	Does little to engage stakeholders in the promotion of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.	Engages administrators, staff, students, families, and community members in promoting a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	Continuously engages with administrators, staff, students, families, and community members in promoting a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.	Engages administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element.

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

IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach	Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning. Models this practice for others.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Supports professional development for the administrator team to build these conflict resolution strategies. Is able to model this element.
IV-F-2. Conflict Resolution	Does not address conflicts in a solution-oriented and/or respectful manner.	May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner. Models this behavior for others.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers and supports administrators to use these approaches. Is able to model this element.
IV-F-3. Consensus Building	Does not attempt to build consensus within the district community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school district community, with varying degrees of success.	Builds consensus within the school district community around critical school decisions, employing a variety of strategies.	Employs a variety of strategies to build consensus within the school district community around critical school decisions, while encouraging dialogue and different points of view. Is able to model this element.