

## 2020-2021 Admin Eval Rubric

### Superintendent Goal: Leadership CPSEL 1

**Exceeds Standard:** The school leader makes use of the site vision to maintain schoolwide focus on equitable student achievement to high academic and social standards and sustained progress toward meeting those standards. The leader uses the vision to forge and sustain cohesion among the staff as well as between the school and the larger community. She or he establishes and maintains a process for appropriate review and revision of the vision that involves all key school constituencies.

**Meets Standard:** The school leader facilitates and guides a collaborative process of dialogue that generates a site vision for which there is broad consensus. The leader ensures that the vision reflects the needs and strengths of the student population, that it is congruent with state and district standards, and that it is grounded in principles of equity and high expectations. She or he has begun linking the vision to ongoing teaching and learning activities.

**Approaching Standard:** The administrator establishes and implements a structured process for engaging faculty and community members in dialogue to create a site vision. She or he facilitates participants in examining standards, considering data/information about students, and identifying desired outcomes. The administrator ensures that decisions about the vision are informed by principles of equity and reflect the needs/input of key constituencies. She or he identifies stakeholders who are not engaged in the process and actively seeks their involvement.

**Unsatisfactory:** While the administrator is aware of the potential of vision, activities toward the development and use of a site vision are in preliminary stages. The administrator may have begun the process of engaging faculty and community members in initial dialogue about the importance of site vision. She or he may have begun to introduce the concepts of high standards, equity, and the unique characteristics of the student population into site meetings. She or he initiates activities to bring all stakeholders into the discussion.

## **Superintendent Goal: Instruction**

### **CPSEL 2**

**Exceeds Standard:** The school leader ensures that all instructional subsystems (e.g. instructional materials, pedagogy, assessment, use of technology) are designed and aligned to facilitate the achievement of high standards and closing the achievement gap. The school leader works with faculty to articulate and extend understanding of standards-based teaching and learning and uses this knowledge to develop and improve the instructional program at the site. She or he ensures that faculty demonstrate an responsive stance toward the results of the core instructional work of the school. The leader facilitates professional dialogue at the site so that individual teachers and the faculty as a whole are engaged in ongoing articulation, testing, and refinement of their understanding of relationships between instructional practices and student learning results and use this understanding to make positive changes in their practice

**Meets Standard:** The school leader works with faculty to articulate and extend understanding of standards-based teaching and learning and to use this knowledge to develop and improve the instructional program at the site. The leader's actions ensure a focus on achieving high standards and on closing the achievement gap between subgroups of students. She or he ensures that decisions about instructional schedules, materials, pedagogy, and assessment are responsive to student needs and to state and district learning expectations. She or he supports faculty in using data and other relevant information, supported by the appropriate use of technology, to monitor and adjust instruction.

**Approaching Standard:** The administrator engages faculty in dialogue around the instructional program, with a focus on standards and on site data. She or he guides staff in using data to identify areas needing improvement, to set goals in these areas, and to identify and implement strategies for achieving those goals. The administrator's communication with staff emphasizes the importance of supporting all students in achieving high standards and supports staff in considering and responding to the range of needs represented in the students population.

**Unsatisfactory:** The administrator recognizes the centrality of her or his role in guiding the instructional program. She or he uses data about student learning to identify areas of strength in the instructional program, as well as areas in which the program does not yet succeed in supporting all students to achieve high standards. The administrator initiates professional dialogue with teachers around instructional goals and strategies.

**Superintendent Goal: Culture**  
**CPSEL 3**

**Exceeds Standard:** The school leader institutionalizes values, norms, and practices that promote and enhance shared responsibility among all members of the school community for student achievement through a positive climate. She or he facilitates members of the school community in ongoing refinement of their commitment to developing and sustaining an environment that supports the physical, emotional, intellectual, and social wellbeing of all.

**Meets Standard:** The school leader implements a range of collaborative activities and processes that contribute to the maintenance of the site as a safe, attractive, warm, and nurturing environment for adults and students. She or he works with students and staff to internalize responsibility for school safety and climate. She or he guides members of the school community in articulating images of a positive environment that fosters student achievement, shared responsibility, respect, and self regulation. She or he supports staff and students in exercising leadership to create such an environment.

**Approaching Standard:** The administrator ensures that appropriate policies, plans, and monitoring activities are in place to maintain the school as a safe environment. She or he communicates regularly with members of the community so that they are aware of these expectations and understand their roles in maintaining school safety. She or he engages members of the community in identifying and implementing processes to build civility, mutual respect, and caring among individuals and groups.

**Unsatisfactory:** The administrator understands and is committed to creating and maintaining the school as a safe environment. She or he values a positive school climate and identifies areas for improvement. The site administrator recognizes the importance of shifting responsibility for safety from her or his office to the school community as a whole, but may feel compelled to rely heavily on rules and consequences at this stage.

**Superintendent Goal: Culture**  
**CPSEL 4**

**Exceeds Standard:** The school leader demonstrates a highly refined and effective set of skills for eliciting and incorporating the perspectives of families and community members. She or he actively engages these stakeholders in the ongoing cycles of planning, implementation, assessment, and refinement that occur at the site. She or he ensures that engagement strategies are democratic, valuing input from all stakeholders, and that the larger community remains focused on goals that reflect principles of equity and of all students achieving high levels of academic standards.

**Meets Standard:** The school leader establishes and implements a range of strategies whereby family and community perspectives are sought and considered as an integral part of planning and reviewing site goals, results, and operations. The leader ensures that avenues for providing input are available to families and community members, including those whose primary language is not English. The leader facilitates meetings and forums, and guides others to do so, in a democratic manner that welcomes and treats fairly the input of all participants.

**Approaching Standard:** The administrator works with staff to prioritize and address needs concerning the incorporation of perspectives of families and community members. She or he guides staff in identifying specific site activities and groups (e.g., planning, implementation, oversight groups) that would benefit from such involvement; she or he develops, implements, and assesses strategic plans for including family and community perspectives.

**Unsatisfactory:** The administrator demonstrates understanding of the importance of incorporating the perspectives of families and community members into the life of the school. She or he identifies existing gaps in ways that the school is handling this and communicates with staff the need to address these gaps. She or he is able to assess her or his strengths and limitations in public engagement and to identify areas for improving professional capacity in this arena.

**Superintendent Goal: Leadership**  
**CPSEL 5**

**Exceeds Standard:** The school leader practices leadership from a base of personal and professional ethics that place the good of students, families, and staff ahead of personal interests. Her or his words and actions demonstrate the highest level of commitment to promoting the right of every student to a quality education and assuring that the school provides all students equal access to standards-based education. The leader influences the professional culture of the school to infuse the values of fairness, justice, service and integrity among all adults.

**Meets Standard:** The school leader articulates and communicates a set of professional values that is aligned with ethical concepts of fairness, justice, and service. She or he guides staff to examine policy and practice with respect to the desired outcome of providing all students with a quality education. She or he facilitates and supports decisions and courses of action that embody principles of high ethical and professional standards.

**Approaching Standard:** The administrator consistently applies and models principles of ethical and professional behavior in carrying out her or his role. She or he works with staff to articulate a shared understanding of the rights of all students and their families and to incorporate this understanding into individual and collective practices.

**Unsatisfactory:** The administrator demonstrates knowledge of and compliance with ethical standards and professional expectations that apply to her or his work. She or he is aware of the rights of all students, families, and staff and acts to protect these rights.

## **Superintendent Goal: Systems**

### **CPSEL 6**

**Exceeds Standard:** The school leader maintains an up-to-date familiarity with education policy and takes a proactive stance as an advocate for all students. She or he is a skilled analyst of policy at local, regional, and national levels, particularly with respect to the effects of these policies on the opportunities and success of students at her or his site. She or he demonstrates understanding of local and state policymaking and successfully applies this knowledge to influence and shape policy that will support the achievement of key education goals. She or he demonstrates leadership among professional colleagues and in the larger community by facilitating dialogue on policy that furthers the pursuit of student achievement, equity, and educational excellence.

**Meets Standard:** The school leader considers influencing policy as an integral part of her or his work as an educator. She or he maintains up-to-date knowledge and understanding of policy development, particularly at the state and local levels, and uses this knowledge proactively to further important education goals for the site and district. She or he seeks out opportunities and actively engages in a variety of forums to influence policy in the interests of all children.

**Approaching Standard:** The administrator actively seeks policy information relevant to her or his site from a variety of sources. She or he anticipates the effects of policy proposals for students and families in her or his community, participates in forums to provide information to policymakers, and encourages the participation of other stakeholders.

**Unsatisfactory:** The administrator realizes that district, state, and federal policy impacts her or his site and students. She or he ensures compliance with policy and participates in local discussion about district policy and site practices.

**Evidence:** In collaboration with the Regional Director for Principals and the Principal for Assistant Principals, the “Example Indicators” included in the Commission on Teacher Credentialing California Professional Standards for Education Leaders (CPSEL’s) can be leveraged as the starting point for gathering evidence. We have included a link to West Ed’s concise version of the CPSEL’s including the standards, elements and example indicators below.

<https://www.wested.org/wp-content/uploads/2016/02/DOPS-15-03-508.pdf>

For example, within CPSEL 2, Example Indicator 2B-4 states, “Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.” Evidence could be walk through data, PLC minutes, data analysis protocols etc.