



# **NASHOBA** Regional School District

**Superintendent Brooke Clenchy**

**2018-2019 Goals Rubric**

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

<b>Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.</b>				
<b>I-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
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 administrators.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to administrators.	<b>Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that administrators understand why they received their ratings.</b>	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that administrators understand 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 student learning when evaluating and rating administrators.	Occasionally reviews alignment between judgment about practice and student learning data.	<b>Consistently reviews alignment between judgment about practice and student learning data and provides guidance to administrators to make informed decisions about educator support and evaluation based upon this review.</b>	Studies alignment between judgment about practice and data about student learning when evaluating and rating administrators and provides effective support around this practice. Is able to model this element.

**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

<b>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.</b>				
<b>II-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-A-2. Operational Systems	Fails to establish systems and procedures to support custodial and/or other staff, so that the campus is not generally clean, attractive, welcoming, and/or safe.	Develops 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.	<b>Develops 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.</b>	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 develop consistent procedures for student discipline; district disciplinary practice varies from school to school; often tolerates discipline violations and/or enforces district policies or procedures inconsistently.	May urge administrators to demand good student behavior but allows varying standards to exist in different schools. Supervises and 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.	<b>Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes 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.</b>	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 implements 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.

<b>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.</b>				
<b>II-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-B-1. Recruitment and Hiring Strategies	Does not successfully lead the recruitment and hiring process.	Leads the recruitment and hiring process but does not consistently identify effective administrators and educators.	<b>Leads the district's recruitment and hiring process and, through it, consistently identifies effective administrators and educators who share the district's mission.</b>	Consistently identifies effective administrators and educators who share the district's mission. Empowers administrators and faculty members to share in a structured, consistent interview process. Is able to model this element.

II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new administrators, provide guidance to them to support educators, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited district-wide induction program for new administrators and teachers and/or inconsistently implements the district's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective administrators' and educators' career growth. Does not establish criteria for the awarding of professional status.	<b>Develops district-wide induction support for new administrators and teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with district goals; and supports the career growth of effective professional personnel by distributing leadership tasks, developing criteria for the awarding of professional status, and monitoring progress and development.</b>	Facilitates 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. Leads the administrator team in developing district criteria for the awarding of professional status. Is able to model this element.

**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-2. Time for Collaboration	Sets unrealistic expectations for administrator 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 administrator 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.	<b>Sets expectations for administrator team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with administrators' ability to focus on the agenda during team time. Establishes norms for effective team behavior.</b>	Is transparent and forthcoming about expectations for all administrator 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.

**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. Fiscal Systems	Builds a budget that does not align with the district's goals or mismanages available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals or inconsistently manages expenditures and available resources.	<b>Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.</b>	Leads the administrator team to develop a district budget that aligns with the district's vision, mission, and goals with supporting rationale; uses budget limitations to create new opportunities for improvement, when possible; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element.

**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.

<b>Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.</b>				
<b>III-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
III-C-1. Two-Way Communication	Does not set clear expectations for or provide support to administrators to communicate with families. District communication regarding student learning and performance primarily occurs through school report cards.	May set expectations for and provide limited support to administrators to communicate with families but does not stress the importance of two-way communication channels. District communication regarding student learning and performance primarily occurs through school newsletters and other one-way media.	<b>Sets clear expectations for and provides support to administrators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports administrators to maximize the number of face-to-face family/teacher interactions.</b>	Sets clear expectations for and provides differentiated support to ensure that all administrators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element.

<b>Indicator III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.</b>				
<b>III-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
III-D-1. Family Concerns	Fails to provide systems and support for personnel to consistently reach out to families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	May systems and support to address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	<b>Provides systems, and support for administrators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students.</b>	Provides system and support for all school personnel to reach out to families proactively, as soon as concerns arise. Effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students. Is able to model this element.

**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.

<b>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.</b>				
<b>IV-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement with the administrator team, and/or may demonstrate low expectations for faculty and staff.	May ask administrators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	<b>Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all.</b>	Leads administrators in developing 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-3. Meetings	Leads administrator meetings that lack clear purpose and/or are primarily used for one-way informational updates.	May lead administrator meetings that include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms.	<b>Plans and leads well-run and engaging administrator 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 administrator team behavior.</b>	Plans and facilitates engaging administrator team meetings in which small groups of administrators 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 administrator team meetings. Is able to model this element.

<b>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.</b>				
<b>IV-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-D-1. Continuous Learning of Staff	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and staff.	May encourage administrators to reflect on the effectiveness of interactions with faculty and students and to use data and best practices to adapt practice but does not support administrators in these practices.	<b>Leads all administrators and teams to reflect on the effectiveness of interactions with faculty and students. Ensures that administrators use data, research, and best practices to adapt practice to achieve improved results.</b>	Models for administrators how to reflect on 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.

**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.**

<b>IV-F. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
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	<b>Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning. Models this practice for the administrator team.</b>	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Provides 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.	<b>Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner. Models this behavior for the administrator team.</b>	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.