PLA Leadership Evaluation Rubric
& Success Level Descriptors

Building Leader _____   School _____ Date _____

Domain #1:
Leadership Urgency:
School leadership plans all actions to achieve rapid, dramatic gains.

Indicator 1.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	**3 Points**	**2 Points**	**1 Points**
Vision	The vision sets high expectations for rigorous and consistent practices across academics, culture, and school operations. The vision is urgent, ambitious and grounded in multiple sources of school performance data, with a focus on sustaining academic growth. **>90-100% of staff can site and explain the vision and share expectations set by leadership**	The vision sets high expectations for practices across academics, culture, and school operations. The vision is urgent, ambitious and grounded in multiple sources of school performance data. **>70-90% of staff can site and explain the vision and share expectations set by leadership**	The vision may set expectations for practices in academics, culture, and school operations, but does not set expectations across all elements of the school. The vision is grounded in partial or incomplete data sources. **>50-70% of staff can site and explain the vision and share expectations set by leadership**	There is little to no evidence of a vision, or the vision does not set expectations for multiple elements of the school. There is little to no evidence that the vision is grounded in relevant data. **Less than 50% of staff can site and explain the vision and share expectations set by leadership**
Critical Attributes:	**Leadership:** ● Over-communicates vision and expectations ● Posts vision, expectations and protocol routinely in multiple sources ● Communicates performance data as it relates to the vision with a sense of urgency		**Staff:** ● Is well versed on vision, expectations, and protocol ● Has a working knowledge of the school's performance data ● Reflects a sense of urgency with school expectations and academic performance	

Indicator 1.2	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	**3 Points**	**2 Points**	**1 Points**
Visibility and Urgency	The leader is visible and consistent with all expectations for both scholars and staff. They have a true sense of urgency and lead by example.	The leader is visible and mostly consistent with expectations for both scholars and staff. Leader are frequently present in classrooms, hallways, lunchrooms and	The leader is inconsistent with expectations for both scholars and staff. Leader are sometimes in classrooms, hallways, lunch rooms and other visible	The leader is not consistent with expectations for staff and scholars. They are not visible in the building as a building leader.

	Leader are frequently present in classrooms, hallways, lunchrooms and other visible locations, engaging with scholars and staff. **>90-100% of staff and scholars can site expectations and procedures for all areas of the school**	other visible locations, engaging with scholars and staff. **>70-90% of staff and scholars can site expectations and procedures for all areas of the school**	locations, sometimes engaging with scholars and staff. **>50-70% of staff and scholars can site expectations and procedures for all areas of the school**	**Less than 50% of staff and scholars can site expectations and procedures for all areas of the school**
Critical Attributes	**Leadership:** ● Is often visible throughout the building at different times of the day ● Makes it a priority to be in classrooms building rapport with staff and scholars ● Reinforces expectations with scholars in various areas of the building		**Staff:** ● Engages with leadership outside of main office ● Is held accountable for expectations via presence of Leadership Team	

Indicator 1.3	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	**3 Points**	**2 Points**	**1 Points**
School-wide Systems	There is evidence of a school-wide system for routines, procedures, and expectations that encourage staff and scholars to learn from their mistakes in a positive environment. All staff and scholars demonstrate proficiency with these routines, procedures, and expectations. **>90-100% of scholars exhibit daily mastery of expected routines and procedures throughout the building**	There is evidence of a school-wide system for routines, procedures, and expectations that encourage staff and scholars to learn from their mistakes in a positive environment. Most staff and scholars demonstrate proficiency with these routines, procedures, and expectations. **>70-90% of scholars exhibit daily mastery of expected routines and procedures throughout the building**	There is some evidence of a school-wide system for routines, procedures, and expectations that encourage staff and scholars to learn from their mistakes in a positive environment. Staff and scholars inconsistently follow these routines, procedures, and expectations. **>50-70% of scholars exhibit daily mastery of expected routines and procedure throughout the building**	There is little to no evidence of a school-wide systems in the building. **Less than 50% of scholars exhibit daily mastery of expected routines and procedures throughout the building**
Critical Attributes	**Leadership:** ● Models using mistakes or setbacks as positive learning opportunities for scholars ● Prioritizes school-wide system for expected behaviors (PBIS) ● Sets expectations for proficiency of school-wide expectations		**Staff:** ● Uses scholar mistakes as positive learning opportunities ● Develops proficient routines and procedures	

Indicator 1.4	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	**3 Points**	**2 Points**	**1 Points**
Planning and Professional Development	Professional development is directly aligned to goals for improving instructional practices and increasing scholar achievement. There is evidence that the PD opportunities are developed and adjusted throughout the	Professional development is designed to improve instructional practices and increase scholar achievement. Professional development opportunities are frequent, differentiated, and varied.	Processes for selecting and designing professional development opportunities are unclear/inconsistent, though there is an attempt to keep the PD focused on current school needs.	There is little evidence that professional development is intentionally selected and designed. It is unclear how the professional development provided will improve instructional practice and/or

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	year based on the most current teacher and scholar data. Professional development opportunities are frequent, differentiated and varied.		Professional development opportunities exist for all staff to engage in, though they are rarely differentiated, and/or may be infrequent.	increase scholar achievement.
	>90-100% of PD is differentiated and goal-oriented based on staff and scholar data	**>70-90% of PD is differentiated and goal-oriented based on staff and scholar data**	**>50-70% of PD is differentiated and goal-oriented based on staff and scholar data**	**Less than 50% of PD is differentiated and goal-oriented based on staff and scholar data**
Critical Attributes	**Leadership:** ● Drives PD based on student and staff data ● Provides frequent and relevant PD opportunities which may be differentiated for staff		**Staff:** ● Sees relevancy of PD to current data ● Applies PD to improve instruction and impact achievement	

Indicator 1.5	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	**3 Points**	**2 Points**	**1 Points**
Persistence and Grit	Leader exhibits the drive and actions to do more than is expected or required in order to accomplish a challenging task. Leader empowers all staff to go beyond what is expected to accomplish challenging tasks. **>90-100% of staff regularly participate in the "heavy lifting" to accomplish a task**	Leader exhibits the drive and actions to do more than is expected or required in order to accomplish a challenging task most of the time. Leader empowers most staff to go beyond what is expected to accomplish challenging tasks. **>70-90% of staff regularly participate in the "heavy lifting" to accomplish a task**	Leader exhibits the drive and actions to do more than is expected or required in order to accomplish a challenging task some of the time. Leader empowers some staff to go beyond what is expected to accomplish challenging tasks. **>50-70% of staff regularly participate in the "heavy lifting" to accomplish a task**	Leader exhibits the drive and actions to do more than is expected or required in order to accomplish a challenging task rarely. Leader empowers very few staff to go beyond what is expected to accomplish challenging tasks. **Less than 50% of staff participate in the heavy lifting to accomplish a task**
Critical Attributes	**Leadership:** ● Sets expectation of ALL staff contributing to the workload ● Builds paradigm of "all hands-on deck" to accomplish a task ● Creates a culture celebrating persistence and grit		**Staff:** ● Voluntarily participates in the "heavy lifting" to accomplish a task ● Celebrates colleagues' persistence during difficult tasks ● Collaborates with other staff to achieve a goal	

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Domain #2:
Leadership Influence:
Leadership effectively influences others to contribute to rapid, dramatic gains.

Indicator 2.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	**3 Points**	**2 Points**	**1 Points**
Safe and Nurturing Environment	The school community maintains a culture that is safe, nurturing, loving, values learning, and promotes academic and personal growth for both scholars and staff. Leaders, teachers and scholars engage with each other in ways that demonstrate mutual respect in all situations. **>90-100% of stakeholders view the school community as being safe and nurturing**	The school community maintains a culture that is safe, nurturing, loving, values learning, and promotes academic and personal growth for both scholars and staff most of the time. Leaders, teachers and scholars engage with each other in ways that demonstrate mutual respect most of the time. **>70-90% of stakeholders view the school community as being safe and nurturing**	The school community maintains a culture that is safe, nurturing, loving, values learning, and promotes academic and personal growth for both scholars and staff some of the time. Leaders, teachers and scholars engage with each other in ways that demonstrate mutual respect some of the time. **>50-70% of stakeholders view the school community as being safe and nurturing**	There is little to no evidence that the school community maintains a culture that is safe, nurturing, loving, values learning, and promotes academic and personal growth for both scholars and staff. There is evidence of negative interactions between leaders, staff and scholars. **Less than 50% of stakeholders view the school community as being safe and nurturing**
Critical Attributes	Leadership: ● Creates a safe and nurturing culture for scholars and staff ● Focuses on academic and personal growth for scholars ● Models respect and professionalism in all interactions		Staff: ● Maintains a safe and nurturing culture in their classroom ● Strives for academic and personal growth for self and scholars ● Exhibits respect and professionalism with all stakeholders	
Indicator 2.2	**Highly Effective**	**Effective**	**Improvement Necessary**	**Requires Action**
	4 Points	**3 Points**	**2 Points**	**1 Points**
Trust & Collaboration	The leader models fair and equitable behaviors and structures that foster trust on all occasions and with all stakeholders.	The leader models fair and equitable behaviors and structures that foster trust on most occasions and with most stakeholders.	The leader sometimes models fair and equitable behaviors and structures that foster trust on some occasions and with some stakeholders.	The leader does not model fair and equitable behaviors and structures that foster trust.

	Leader demonstrate agility and participate in strong collaboration with all staff and stakeholders, frequently exhibiting trust. **>90-100% of the time leaders foster trust and collaborate with staff and stakeholders**	Leader demonstrate agility and participates in collaboration with staff and stakeholders, exhibiting trust. **>70-90% of the time leaders of the time leaders foster trust and collaborate with staff and stakeholders**	Leader sometimes demonstrate agility and participates in collaboration. **>50-70% of the time leaders of the time leaders foster trust and collaborate with staff and stakeholders**	Leader rarely demonstrate agility. They don't embrace the opportunity to collaborate with others. **50% or less of the time leaders foster trust and collaborate with staff and stakeholders**
Critical Attributes	**Leadership:** ● Demonstrates fair and equitable treatment of all employees ● Develops trust with employees through interactions and transparency ● Collaborates with school partners and stakeholders		**Staff:** ● Trusts leadership and invests in the school's vision ● Feels valued and safe collaborating with leaders ● Is versed and embraces all school partners	
Indicator 2.3	**Highly Effective**	**Effective**	**Improvement Necessary**	**Requires Action**
	4 Points	**3 Points**	**2 Points**	**1 Points**
Growth Mindset	Leader models a growth mindset and cultivate a culture in which all faculty and staff embrace a growth-oriented mindset, focused on improvement for self and scholars. There are processes for consistently returning to the concept of staff culture, with the purpose of continuously improving and strengthening staff culture. **>90-100% of staff embrace a culture of growth-mindset, striving to continuously improve**	Leader models growth a mindset and cultivate a culture in which most faculty and staff embrace a growth-oriented professional mindset, focused on improvement for self and scholars. A positive and productive staff culture is present most of the time. When there are gaps, there is evidence of planning for improving staff culture. **>70-90% of staff embrace a culture of growth-mindset, striving to continuously improve**	Leader sometimes models a growth mindset. Some staff embrace a growth-oriented mindset, or only partially embrace the focus on self and scholar improvement. There are evident gaps in staff culture and there are weak/lacking plans for improvement of the culture. **>50-70% of staff embrace a culture of growth-mindset, striving to continuously improve**	Leader does not model a growth mindset, and/or the staff culture is negative and not focused on a positive, growth- oriented mindset, with no plans for improvement. **Less than 50% of staff embrace a culture of growth-mindset, striving to continuously improve**
Critical Attributes	**Leadership:** ● Fosters a culture of growth mindset for self, staff and scholars ● Routinely assesses and works to strengthen a culture focused on improvement		**Staff:** ● Exhibits growth mindset personally ● Creates classroom culture focused on growth and improvement	

Domain #3:

Leadership Impact:

Leadership acts with purpose of affecting thinking and actions of others using data to solve problems.

Indicator 3.1	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	**3 Points**	**2 Points**	**1 Points**
Coaching Cycles	The leader conducts both informal and formal observations frequently throughout the year using the PLA Coaching Cycle. Following observations, teachers are provided with timely, constructive, and specific feedback that directly impacts instruction. Under-performing teachers are quickly identified and have documented support plans in place and are consistently receiving the supports outlined in the Performance Improvement Plan (PIP). There are no struggling staff members without support plans in place. **>90-100% of the time Coaching Cycles were completed with fidelity in a timely manner**	The leader conducts both informal and formal observations at key points in the year using the PLA Coaching Cycle. Following observations, teachers are provided with timely, constructive, and specific feedback that directly impacts instruction. Under-performing teachers have documented support plans in place and are receiving the supports outlined in the Performance Improvement Plan (PIP). Struggling teachers are identified and have documented plans in place. **>70-90% of the time Coaching Cycles were completed with fidelity in a timely manner**	The leader inconsistently conducts formal and informal observations using the PLA Coaching Cycle and/or conducts observations of teachers that may not be inclusive of timely, constructive, and specific feedback that directly impacts instruction. Most underperforming teachers are identified, though only few may have documented plans in place and/or only a few may be receiving the supports laid out in the Performance Improvement Plan (PIP). **>50-70% of the time Coaching Cycles were completed with fidelity in a timely manner**	The leader conducts infrequent classroom observations using the PLA Coaching Cycle. Teachers are rarely provided with feedback on their instructional practice. There is little to no documentation on teacher performance (including high-performing and under-performing teachers). **50% or less of the time Coaching Cycles were completed with fidelity in a timely manner**
Critical Attributes	**Leadership:** ● Conducts scheduled observations and provides feedback in a timely manner ● Communicates constructive feedback that impacts instruction ● Plans for and provides meaningful supports for teachers who have a PIP		**Staff:** ● Implements feedback from coaching cycles to impact instruction ● Collaborates with leadership to plan goals and supports for staff with a PIP	

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PLA Leadership Evaluation Rubric
& Success Level Descriptors

Indicator 3.2	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	**3 Points**	**2 Points**	**1 Points**
PLA Model	Leader demonstrates the ability to take initiatives and risks, while maintaining a belief and desire to learn and fully implement the PLA Model. Leader consistently demonstrates the ability to be flexible and agile to the demands of the job. Leader consistently experiences personal effectiveness, including self-confidence and a deep belief in the learning potential and futures of our children.	Leader demonstrates the ability to take initiative and risks, while maintaining a belief and desire to learn and implement most of the PLA Model. Leader demonstrates the ability to be flexible and agile to the demands of the job. Leader experiences personal effectiveness, including self-confidence and a deep belief in the learning potential and futures of our children.	Leader occasionally demonstrates the ability to take initiative and risks, while maintaining a belief and desire to learn and implement some of the PLA Model. Leader sometimes demonstrates the ability to be flexible and agile to the demands of the job. Leader occasionally experiences personal effectiveness, including self-confidence and a deep belief in the learning potential and futures of our children.	Leader rarely demonstrates the ability to take initiative and risks, while maintaining a belief and desire to learn and implement some of the PLA Model. Leader rarely demonstrates the ability to be flexible and agile to the demands of the job. Leader rarely experiences personal effectiveness, including self-confidence and a deep belief in the learning potential and futures of our children.
Critical Attributes	Leadership: ● Demonstrates growth mindset and investment in the PLA Model for self, staff and scholars ● Demonstrates agility and resiliency to the demands of the job ● Is steadfast in advocating for scholars and their achievements		Staff: ● Is empowered by the use of the PLA Model to impact scholar achievement ● Ascribes to the core belief in the learning potential of all scholars	

Indicator 3.3	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	**3 Points**	**2 Points**	**1 Points**
Collaborative Observations and Feedback	There are systems that allow all teachers to engage in non-evaluative coaching cycles. Teachers are prioritized for coaching cycles based on data (both teacher and scholar). Both high- performing and struggling teachers receive coaching supports. Prioritization directly drives the amount of time spent supporting teachers in the coaching cycle. Coaching cycles include goal- setting, observation, data collection, collaborative planning, implementation, reflection and	There are systems that allow all teachers to engage in non- evaluative coaching cycles. Teachers are prioritized for coaching cycles based on data (both teacher and scholar). Both high- performing and struggling teachers receive coaching supports, though the time spent with each may need balancing. Coaching cycles include most of the following elements: goal- setting, observation, data collection, collaborative planning,	Some teachers have the opportunity to engage in non-evaluative coaching cycles. The systems for prioritizing teachers for coaching cycles need improvement and/or there is significant imbalance in the performance level of teachers identified for coaching opportunities. Coaching cycles lack multiple elements within goal-setting, observation, data collection, collaborative planning, implementation, reflection and support on	Coaching cycles are not present. Opportunities for observation and feedback are only available when tied to evaluation.

	support on next steps (including a connection to professional development opportunities).	implementation, reflection and support on next steps (including a connection to professional development opportunities).	next steps (including a connection to professional development opportunities).	
	>90-100% of staff coaching cycles are done with fidelity in a timely manner	**>70-90% of staff coaching cycles are done with fidelity in a timely manner**	**>50-70% of staff coaching cycles are done with fidelity in a timely manner**	**Less than 50% of staff coaching cycles are done with fidelity in a timely manner**
Indicator 3.4	**Highly Effective**	**Effective**	**Improvement Necessary**	**Requires Action**
	4 Points	**3 Points**	**2 Points**	**1 Points**
Professional Goals	Leader has developed a goal-driven community inside the school building and outside the community. All faculty and staff can articulate their professional goals and can identify supports that the school has provided in their pursuit of goals. Leader holds all adults and children accountable for strong school performance and standards.	Most faculty and staff can articulate their professional goals and can identify supports that the school has provided in their pursuit of goals. Leader holds most adults and children accountable for strong school performance and standards	Some faculty and staff can articulate their professional goals or can identify supports that the school has provided in their pursuit of goals. Leader holds some adults and children accountable for strong school performance and standards	Few faculty and staff can articulate their professional goals or can identify supports that the school has provided in their pursuit of goals. Leader holds few adults and children accountable for strong school performance and standards
	>90-100% of staff can site their professional goals and related supports provided to achieve them	**>70-90% of staff can site their professional goals and related supports provided to achieve them**	**>50-70% of staff can site their professional goals and related supports provided to achieve them**	**Less than 50% of staff can site their professional goals and related supports provided to achieve the**
Critical Attributes	**Leadership:** ● Actively engages with staff on meaningful goals and needed supports ● Emphasizes the urgency of professional goals to staff and is familiar with their individual goals and supports ● Establishes a climate of accountability for strong school performance with staff and scholars		**Staff:** ● Works with leadership to develop specific, meaningful goals and supports to impact instruction ● Has a sense of high expectations and accountability from leadership	
Indicator 3.5	**Highly Effective**	**Effective**	**Improvement Necessary**	**Requires Action**
	4 Points	**3 Points**	**2 Points**	**1 Points**
	Leader continually prioritizes and makes critical decisions based on school data. Leader holds teachers accountable for consistently gathering	Leader prioritizes and makes critical decisions based on school data. Leader holds teachers accountable for gathering evidence on	Leader rarely prioritizes and makes critical decisions based on school data. Leader is inconsistent in holding teachers accountable for gathering evidence on	There is little to no evidence of leader prioritizing or making critical decisions based on data.

Data Driven Decisions	evidence on scholars' learning, their backgrounds, strengths, challenges, readiness, interests, etc. and use this data to make informed decisions about supporting all scholars. Leader routinely ensures teachers are engaged in analyzing multiple forms of scholar performance data to make informed decisions about appropriate and timely interventions for scholars and to differentiate instruction. **>90-100% of staff make effective, data-driven decisions impacting instruction and interventions**	scholars' learning at most key points in the year: their backgrounds, strengths, challenges, readiness, interests, etc. and use this data to make informed decisions about supporting all scholars. Leader ensures teachers are engaged in analyzing scholar performance data to make informed decisions about appropriate and timely interventions for scholars and to differentiate instruction. **>70-90% of staff make effective, data-driven decisions impacting instruction and interventions**	scholars' learning, and sometimes use this data to make informed decisions about supporting all scholars. Leader inconsistently ensures teachers are engaged in analyzing scholar performance data to make informed decisions about appropriate and timely interventions for scholars and to differentiate instruction. **>50-70% of staff make effective, data-driven decisions impacting instruction and interventions**	There is little to no evidence that teachers have gathered information on scholars' learning with the purpose of informing instruction. Scholar performance data is rarely analyzed, and intervention systems do not exist for scholars, leaving a significant number of scholars who have not met lesson objectives. **Less than 50% of staff make effective, data-driven decisions impacting instruction and interventions**
Critical Attributes	**Leadership:** ● Sets expectation of knowing the "big picture" for each scholar in order to effectively support ● Models data driven decision making for scholar interventions ● Oversees effective intervention programming including timeliness and differentiation		**Staff:** ● Creates supports for scholars based on data and anecdotal knowledge ● Tracks data and reassesses interventions in a timely manner ● Informs instruction based on scholar learning data	

Indicator 3.6	Highly Effective	Effective	Improvement Necessary	Requires Action
	4 Points	**3 Points**	**2 Points**	**1 Points**
Instruction and Learning	Leader continuously ensures teachers align learning tasks to state standards and require higher order, complex thinking. Leader continuously ensures teachers vary their instructional techniques to reflect best practices based on learning targets and needs of scholars. Leader continuously ensures multiple forms of assessments are used to	Leader ensures teachers align learning tasks to state standards and require higher order, complex thinking. Leader ensures teachers vary their instructional techniques to reflect best practices based on learning targets and needs of scholars. Leader ensures multiple forms of assessments are used to measure	Leader inconsistently ensures teachers align learning tasks to state standards and require higher order, complex thinking. Leader inconsistently ensures teachers vary their instructional techniques to reflect best practices based on learning targets and needs of scholars. Leader inconsistently ensures multiple forms of assessments are used to	There is little to no evidence of leader ensuring state standards aligned learning tasks are occurring with few to no opportunities for higher order, complex thinking. There is little evidence for varied instructional techniques in some classrooms with few variations of assessments used to drive data.

| | measure scholar understanding and to drive instruction.

>90-100% of teachers post learning objectives and include high level thinking tasks during standards aligned learning activities | scholar understanding and to drive instruction.

>70-90% of teachers post learning objectives and include high level thinking tasks during standards aligned learning activities | measure scholar understanding and to drive instruction.

>50-70% of teachers post learning objectives and include high level thinking tasks during standards aligned learning activities | Less than 50% of teachers post learning objectives and include high level thinking tasks during standards aligned learning activities |
|---|---|---|---|---|
| **Critical Attributes** | **Leadership:**
● Sets expectation that learning objectives are aligned and clearly communicated with scholars
● Sets expectation of academic rigor
● Sets expectation of best practices for instruction and use of formative assessment data to drive instruction | | **Staff:**
● Crafts and posts meaningful learning objectives aligned to state standards and connects learning objectives to scholars' lives
● Includes high level or rigor in learning activities
● Adjusts instruction based on CFU's and scholar needs | |

Organizational Core Values *List how well you have exhibited/demonstrated the values and provide examples.*	**Evidence Based Example (Leader)**
Children First: Work to ensure that all interactions and decisions put our scholars first	
Respect: Treat others as you would like to be treated	
Continuous improvement: Try to get better and better every day	
Gratitude: Demonstrate gratefulness for all that we have done and the opportunity to serve	

Determination: With superior effort, we can achieve all things.	