

High Impact Practices Implementation Rubric: Leadership Team

| CONCEPT | NOT EVIDENT | EMERGING | OPERATIONAL | EXEMPLARY |
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| 1. TEAM COMPOSITION | <input type="checkbox"/> There is no evidence that a leadership team exists. Decisions that impact the school community are made primarily by the principal or administrative team members. | <input type="checkbox"/> A school leadership team exists but is composed only of a limited number of administrators or instructional staff without intentional selection of the team members to reflect representation of the school community. | <input type="checkbox"/> Leadership team members are purposefully and intentionally identified and selected based on a set of criteria for an interdisciplinary and inclusive team that represents a variety of experiences, responsibilities, and the school community. | <input type="checkbox"/> Team members are purposefully and intentionally identified and selected based on a set of criteria for an interdisciplinary and inclusive team that represents a variety of experiences, responsibilities, and the school community. When appropriate, the team involves a wider range of local education agency representation and external community stakeholders for relevant issues. |
| 2. VISION, MISSION and NORMS | <input type="checkbox"/> There is no evidence that vision and mission statements, specific to the leadership team, exist to guide the work of school improvement. Team norms have not been established. | <input type="checkbox"/> The leadership team's vision and mission statements have been established but are not aligned to the team's school improvement work. Team norms have been established; however, they are not consistently reviewed or followed. | <input type="checkbox"/> Clear vision and mission statements have been collaboratively established by the leadership team. Evidence supports an alignment with the team's school improvement work. Team norms are established, consistently followed, and randomly reviewed for effectiveness. | <input type="checkbox"/> The vision and mission of the leadership team are collaboratively established and guide the work of school improvement. An annual review process has been established. Team norms are established, followed, and reviewed for meeting effectiveness at the end of each meeting. |
| 3. MEETING FREQUENCY and PURPOSE | <input type="checkbox"/> The leadership team does not meet. No agenda is created. | <input type="checkbox"/> The leadership team meets as needed. Meetings are rarely scheduled in advance. Agendas are created for some meetings. Agendas provide topics to be discussed and/or decided that are mainly informational or operational and are not focused on student learning. Minutes are recorded for some meetings. Minutes are sometimes distributed to team members. | <input type="checkbox"/> The leadership team develops a year-long schedule and meets a minimum of twice per month. Agendas are created for all meetings and distributed prior to meetings. Agendas are reviewed at the beginning of meetings and revised, if necessary. Agendas focus on student learning and show a clear connection to the school improvement plan. Minutes are recorded for all meetings. Minutes are distributed within 48 hours to leadership team members. | <input type="checkbox"/> The leadership team develops a year-long schedule and meets a minimum of one hour, twice per month. Additional meetings are convened as needed to monitor the school improvement plan. Agendas are shared with all staff members 24 hours in advance and focus on student learning with action steps aligned to the school improvement plan, data, and strategies to improve student learning. Time frames and a person responsible are outlined for each agenda item. Minutes and next steps are distributed within 48 hours to all staff members. |

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| 4. ATTENDANCE | <input type="checkbox"/> The principal attends some meetings. | <input type="checkbox"/> The principal attends most meetings. Team members attend sporadically. | <input type="checkbox"/> The principal attends every meeting. Assistant principals attend most meetings. Leadership team members are expected to be present. | <input type="checkbox"/> The principal and all assistant principals attend every meeting. All leadership team members, or their designees, are present at each meeting. Leadership team meetings are a valued part of the school's culture and promotes inclusive stakeholder engagement and participation beyond the internal team (i.e., parents, students, community members) |
| 5. ROLES and RESPONSIBILITIES | <input type="checkbox"/> Roles and responsibilities are not defined or used during meetings. | <input type="checkbox"/> The principal facilitates the meeting. Roles and responsibilities are loosely defined and used. | <input type="checkbox"/> Leadership team meetings take place with or without the principal serving as the facilitator. Roles and responsibilities are strategically assigned based on team member strengths. (facilitator, timekeeper, recorder, chat monitor) Team members play an active role in creating, implementing, supporting, and monitoring school improvement initiatives that support student and staff achievement. The team is open to modify actions, strategies, and processes based on data. | <input type="checkbox"/> The role of facilitator alternates among core team members. Defined roles and responsibilities often rotate among all team members to build capacity. (facilitator timekeeper, recorder, chat monitor) Team members clearly understand the importance and role of the team and are actively involved in creating, implementing, supporting, and monitoring school improvement initiatives that support student and staff achievement. The team assumes ownership in the school improvement process and initiates practices to modify actions, strategies, and processes based on data. |
| 6. COLLABORATIVE PROCESSES and PROTOCOLS | <input type="checkbox"/> School decisions are centrally controlled and distributed to the team with no evidence of collaborative decision making. | <input type="checkbox"/> The principal seldom promotes active engagement of the leadership team. Attempts are made to implement a protocol for conducting business and an organized framework to guide the work of the leadership team. Although most decisions remain centrally controlled, there is some evidence of a collaborative decision-making process. | <input type="checkbox"/> The principal promotes active engagement and builds a culture of collaboration with the leadership team. A protocol for conducting business and an organized framework exists to guide the work of the team. The leadership team has a clearly defined process for shared decision-making and problem solving that guides the work of school improvement. There is evidence that decisions are made collaboratively. | <input type="checkbox"/> The principal is consistent in promoting active engagement and building a culture of collaboration with the leadership team. Protocols and an organized framework for conducting business are consistently implemented. Protocols keeps the work of the leadership team focused and maximizes the talents of the team members involved. The leadership team has flexible but clearly defined processes for shared decision-making and problem-solving. There is strong evidence that decisions are made collaboratively. |

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| <p>7. DATA-DRIVEN PRACTICES</p> | <p><input type="checkbox"/></p> <p>There is little or no evidence of the use of data to guide and inform decision-making and problem-solving tasks.</p> <p>Data is rarely used to develop, implement, and monitor school improvement processes.</p> | <p><input type="checkbox"/></p> <p>The school leadership team gathers some data to make decisions and solve problems, but it tends to be summative and is not necessarily timely.</p> <p>Annual school improvement goals are based on summative data.</p> | <p><input type="checkbox"/></p> <p>The school leadership team shares in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development.</p> <p>The school leadership team gathers diagnostic, process, formative, and summative assessment data in a timely manner to make decisions, solve problems, and implement the school improvement process.</p> <p>Adjustments are made to the school improvement plan, through short-term action plans of 45-days or less, to address data-based needs.</p> | <p><input type="checkbox"/></p> <p>The school leadership team is highly data-driven; acquiring, analyzing, and displaying useful and current data and identifying relevant data patterns to make decisions and solve problems at the student level.</p> <p>The team understands that being data driven is a cyclical process that leads to new ideas, questions, and possibly the need for more data.</p> <p>The team develops an annual calendar to monitor formative data points throughout the year.</p> <p>Adjustments are made to the school improvement plan, through 30-day short-term actions plans, to address data-based needs.</p> |
| <p>8. CONTINUOUS IMPROVEMENT CYCLE</p> | <p><input type="checkbox"/></p> <p>There is little or no evidence of a systematic process for continuous improvement. Topics relate to operations only with no clear purpose.</p> <p>Discussions focus on issues and concerns in random fashion with the principal fielding these and attempting to address them rather than engaging the team in collaborative problem solving.</p> | <p><input type="checkbox"/></p> <p>Topics extend beyond operational issues.</p> <p>There is some evidence that improvement processes exist, but these processes are unsystematic and do not intentionally target issues directly impacting student achievement or instructional practices.</p> | <p><input type="checkbox"/></p> <p>Leadership team meetings are focused on student achievement and continuous school improvement. The leadership team addresses:</p> <ul style="list-style-type: none"> Where are we now? Where are we going? How will we get there? How do you know? <p>The school improvement cycle includes monitoring the implementation of initiatives and using data to evaluate the impact of curriculum, instruction, assessment, interventions, and professional development.</p> <p>The school improvement cycle ensures a direct impact on student achievement, instructional practices, and organizational effectiveness.</p> | <p><input type="checkbox"/></p> <p>Leadership team meetings are focused on student achievement and continuous school improvement. The leadership team continuously addresses:</p> <ul style="list-style-type: none"> Where are we now? Where are we going? How will we get there? How do you know? <p>The school improvement cycle includes monitoring the implementation of initiatives and using data to evaluate the impact of curriculum, instruction, assessment, interventions, and professional development.</p> <p>The team reflects on improvement needs, identifies desired outcomes, analyzes barriers to achievement, and adjusts the school improvement plan monthly.</p> |

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| <p>9. SCHOOL and STAKEHOLDER COMMUNICATION</p> | <p><input type="checkbox"/></p> <p>There is no process in place to ensure the flow of information and exchange of idea.</p> | <p><input type="checkbox"/></p> <p>A process for communication exists that allows information to be distributed to some stakeholders.</p> <p>A process for two-way communication exists but has not been effectively implemented.</p> <p>Input from stakeholders pertains primarily to operational matters.</p> | <p><input type="checkbox"/></p> <p>A process for communication exists that allows information to be distributed to all stakeholders.</p> <p>A process is in place that ensures the flow of information and communication is two-way.</p> <p>All stakeholders have an opportunity to engage in the exchange of ideas and provide input regarding important decisions pertaining to school improvement initiatives.</p> | <p><input type="checkbox"/></p> <p>There is a systematic process in place to engage the entire school staff in distributive decision-making on school improvement initiatives.</p> <p>The leadership team actively communicates, seeks input, and encourages multiple stakeholder perspectives through a formal process regarding important decisions.</p> <p>The leadership team reviews and considers the input before relevant decisions are made. This two-way communication process supports a shared vision in the school and cultivates an environment of trust and collaboration.</p> |
| <p>10. DEVELOPING LEADERSHIP CAPACITY</p> | <p><input type="checkbox"/></p> <p>Team members rarely receive professional learning to build leadership capacity or enhance personal growth.</p> <p>Efforts to build leadership capacity within the school do not exist.</p> | <p><input type="checkbox"/></p> <p>Team members sporadically receive training to develop leadership capacity, but topics are often isolated and not embedded in the work of the team.</p> <p>Leadership team members attempt to form a variety of schoolwide teams with limited professional learning to support implementation.</p> | <p><input type="checkbox"/></p> <p>Team members are provided with, and pursue, professional learning opportunities to enhance their personal growth and capacity as a school leader.</p> <p>Professional learning is ongoing and embedded in the work of the team.</p> <p>Leadership team members ensure the establishment and training of a variety of schoolwide teams, whose members perform essential tasks aligned to the school vision and goals.</p> | <p><input type="checkbox"/></p> <p>The principal ensures a succession plan is in place for the leadership team.</p> <p>The principal builds the capacity of the leadership team through ongoing professional learning and consequential tasks embedded in the work.</p> <p>Team members exhibit a sense of collective responsibility and have the mindset of empowering all personnel in the school to lead where they operate.</p> <p>The leadership team involves and encourages all personnel to lend themselves to meaningful work tied to the school vision and goals.</p> <p>Leadership team members provide professional learning to support the function of a variety of schoolwide teams to build the leadership capacity of staff members.</p> |