

# High Impact Practices Implementation Rubric: Leadership Team

Concepts of effective practice for school leadership teams





Georgia Department of Education  
Richard Woods, Georgia's School Superintendent  
"Educating Georgia's Future"

# High Impact Practices Implementation Rubric Leadership Team

DIVISION OF  
SCHOOL & DISTRICT  
**EFFECTIVENESS**  
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

CONCEPT	NOT EVIDENT	EMERGING	OPERATIONAL	EXEMPLARY
<b>1. TEAM COMPOSITION</b>	<input type="checkbox"/> There is no evidence that a leadership team exists. The principal and/or the administrative team primarily make(s) decisions that impact the school community.	<input type="checkbox"/> A school leadership team exists but is composed only of a limited number of administrators and/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 LEA representation and community stakeholders for relevant issues.
<b>2. VISION, MISSION and NORMS</b>	<input type="checkbox"/> There is no evidence that a leadership team vision and/or mission statement exists to guide the work of school improvement.  Team norms have not been established.	<input type="checkbox"/> The 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 and 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 and consistently followed and are randomly checked for effectiveness.	<input type="checkbox"/> The vision and mission of the leadership team are established and guide the work of school improvement. An annual review process has been established.  Team norms are established, followed, and monitored for meeting effectiveness at the end of each meeting.
<b>3. MEETING FREQUENCY</b>	<input type="checkbox"/> The leadership team does not meet.	<input type="checkbox"/> The leadership team meets as needed. Meetings are rarely scheduled in advance.	<input type="checkbox"/> The leadership team develops a year-long schedule and meets a minimum of twice per month.	<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.
<b>4. ATTENDANCE</b>	<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/associate principal(s) attend most meetings.  Leadership team members are expected to be present.	<input type="checkbox"/> The principal and all assistant/associate principal(s) attend every meeting.  All leadership team members, or their designee, are present.  The leadership team meetings are a valued part of the school's culture and promotes inclusive stakeholder engagement and participation beyond the core team (i.e., parents, students, community)

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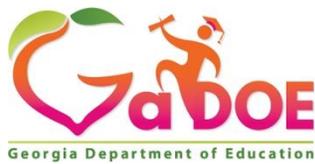
CONCEPT	NOT EVIDENT	EMERGING	OPERATIONAL	EXEMPLARY
<p><b>5. ROLES and RESPONSIBILITIES</b></p>	<p><input type="checkbox"/></p> <p>Roles/responsibilities are not defined or used during meetings.</p>	<p><input type="checkbox"/></p> <p>The principal facilitates the meeting.</p> <p>Roles/responsibilities are loosely used/defined.</p>	<p><input type="checkbox"/></p> <p>Leadership team meetings take place with or without the principal serving as the facilitator.</p> <p>Roles/responsibilities are strategically assigned based on team member strengths. (facilitator, timekeeper, taskmaster, recorder of minutes, etc.)</p> <p>Team members play an active role in creating, implementing, supporting, and monitoring school improvement initiatives that support student and staff achievement.</p> <p>The team is open to modify actions, strategies, and processes based on data.</p>	<p><input type="checkbox"/></p> <p>The role of facilitator alternates among core team members.</p> <p>Defined roles/responsibilities often rotate among all team members to build capacity. (timekeeper, taskmaster, recorder of minutes, etc.)</p> <p>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.</p> <p>The team assumes ownership in the school improvement process and initiates practices to modify actions, strategies, and processes based on data.</p>
<p><b>6. COLLABORATIVE PROCESSES and PROTOCOLS</b></p>	<p><input type="checkbox"/></p> <p>School decisions are centrally controlled and distributed to the team with no evidence of collaborative decision making.</p>	<p><input type="checkbox"/></p> <p>The principal seldom promotes active engagement of the leadership team.</p> <p>Attempts are made to implement a protocol for conducting business and an organized framework to guide the work of the leadership team.</p> <p>Although most decisions remain centrally controlled, there is some evidence of a collaborative decision-making process.</p>	<p><input type="checkbox"/></p> <p>The principal promotes active engagement and building a culture of collaboration with the leadership team.</p> <p>A protocol for conducting business and an organized framework exist to guide the work of the team.</p> <p>The leadership team has a clearly defined process for shared decision-making and problem solving that guides the work of school improvement.</p> <p>There is evidence that decisions are made collaboratively.</p>	<p><input type="checkbox"/></p> <p>The principal is consistent in promoting active engagement and building a culture of collaboration with the leadership team.</p> <p>Protocols and an organized framework for conducting business are consistently implemented.</p> <p>This protocol keeps the work of the leadership team focused and maximize the talents of the team members involved.</p> <p>The leadership team has flexible but clearly defined processes for shared decision-making and problem solving.</p> <p>There is strong evidence that decisions are made collaboratively.</p>

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<p><b>7. DATA-DRIVEN PRACTICES</b></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 Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development.</p> <p>The school leadership team gathers and analyzes a variety of data in a timely manner to make decisions, solve problems, and implement the school improvement process.</p> <p>The team uses diagnostic, process, and formative assessment data in addition to summative data.</p> <p>Adjustments are made to the school improvement plan, through short-term actions plans, 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><b>8. CONTINUOUS IMPROVEMENT CYCLE</b></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 continuously addresses:</p> <ul style="list-style-type: none"> <li>• Where are we now?</li> <li>• Where are we going?</li> <li>• How will we get there?</li> <li>• How do you know?</li> </ul> <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>This 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"> <li>• Where are we now?</li> <li>• Where are we going?</li> <li>• How will we get there?</li> <li>• How do you know?</li> </ul> <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 frequently reflects on improvement needs, continuously identifies desired outcomes, analyzes barriers to achievement, and adjusts the school improvement plan as needed.</p>

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<p><b>9. SCHOOL and STAKEHOLDER COMMUNICATION</b></p>	<p><input type="checkbox"/></p> <p>A process to ensure the flow of information and exchange of ideas does not exist (content, grade level, PLC).</p>	<p><input type="checkbox"/></p> <p>A process for communication exists that allows for information to be partially distributed to all stakeholders.</p> <p>A process for two-way communication has not been effectively implemented.</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 communication is two-way. Stakeholders not on the leadership team engage in the exchange of ideas and input regarding important decisions.</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 (i.e., survey data) 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><b>10. DEVELOPING LEADERSHIP CAPACITY</b></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 formation 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>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>The principal builds the capacity of the leadership team through ongoing professional learning and consequential tasks embedded in the work. The principal ensures a succession plan is in place for the leadership team.</p> <p>Team members in turn provide professional learning to support the function of a variety of schoolwide teams and build the leadership capacity of staff members.</p>



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