



WRSC-WAA Evaluation Agreement:

Appendix B. Supervisor/Coordinator Rubric

March 2018

**Based on the Superintendent and School-Level Administrator model rubrics from the
Massachusetts Department of Elementary and Secondary Education**
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu

Supervisor/Coordinator Rubric At-A-Glance

Rubrics – defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” ([603 CMR 35.02](#)) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the ESE Model School-Level Administrator Rubric.

Structure of the School-Level Administrator Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for administrators: *Instructional Leadership; Management and Operations; Family and Community Engagement; and Professional Culture.*
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are five Indicators in Standard I of the School Administrator rubric, including *Curriculum, Instruction, and Evaluation.*
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory, Needs Improvement, Proficient, or Exemplary.*

Note: Throughout the rubric, at the *Exemplary* level, an administrator’s level of expertise is expected to manifest such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”

Supervisor/Coordinator Rubric At-A-Glance

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p>A. Curriculum Indicator</p> <ol style="list-style-type: none"> 1. Standards-Based Unit Design 2. Lesson Development Support <p>B. Instruction Indicator</p> <ol style="list-style-type: none"> 1. Instructional Practices 2. Quality of Effort & Work 3. Diverse Learners' Needs <p>C. Assessment Indicator</p> <ol style="list-style-type: none"> 1. Variety of Assessments 2. Adjustment to Practice <p>D. Evaluation Indicator</p> <ol style="list-style-type: none"> 1. Educator Goals 2. Observations & Feedback <p>E. Data-Informed Decision Making Indicator</p> <ol style="list-style-type: none"> 1. Knowledge & Use of Data 2. Program, School, and District Goals 	<p>A. Environment Indicator</p> <ol style="list-style-type: none"> 1. Plans, Procedures, and Routines 2. Operational Systems 3. Student Safety, Health, and Social and Emotional Needs <p>B. Human Resources Management & Development Indicator</p> <ol style="list-style-type: none"> 1. Recruitment & Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies <p>C. Scheduling & Management Information Systems Indicator</p> <ol style="list-style-type: none"> 1. Time for Teaching and Learning 2. Time for Collaboration <p>D. Law, Ethics & Policies Indicator</p> <ol style="list-style-type: none"> 1. Laws and Policies 2. Ethical Behavior <p>E. Fiscal Systems Indicator</p> <ol style="list-style-type: none"> 1. Fiscal Systems 	<p>A. Engagement Indicator</p> <ol style="list-style-type: none"> 1. Family Engagement 2. Community and Business Engagement <p>B. Sharing Responsibility Indicator</p> <ol style="list-style-type: none"> 1. Student Support 2. Family Collaboration <p>C. Communication Indicator</p> <ol style="list-style-type: none"> 1. Two-Way Communication 2. Culturally Proficient Communication 	<p>A. Commitment to High Standards Indicator</p> <ol style="list-style-type: none"> 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings <p>B. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> 1. Policies and Practices <p>C. Communications Indicator</p> <ol style="list-style-type: none"> 1. Communication Skills <p>D. Continuous Learning Indicator</p> <ol style="list-style-type: none"> 1. Continuous Learning of Staff 2. Continuous Learning of Administrator <p>E. Shared Vision Indicator</p> <ol style="list-style-type: none"> 1. Shared Vision Development <p>F. Managing Conflict Indicator</p> <ol style="list-style-type: none"> 1. Response to Disagreement 2. Conflict Resolution 3. Consensus Building

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.*

Indicator I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Standards-Based Unit Design	Does not set the expectation that educators develop well-designed standards-based units, provide adequate resources or support for this activity, and/or monitor or assess progress.	Provides limited training and/or support to administrators and educators to employ effective strategies for ensuring well-designed standards-based units. May sometimes monitor and assess progress and provide feedback.	Provides support and assistance to administrators and educators and teams to use a backward design approach to plan standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.	Consistently provides support to administrators and educators to create rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects administrators to additional supports as needed. Is able to model this element.
I-A-2. Lesson Development Support	Does not support administrators to establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices.	Provides limited support to administrators on how to establish effective strategies for ensuring that educators develop well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed.	Supports administrators and educators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.	Supports administrators to collaborate on developing strategies that enable educators to consistently develop series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.

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Indicator I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Instructional Practices	Does not look for evidence of and/or cannot accurately identify effective teaching strategies when observing practice and reviewing unit plans. Does not collaborate with administrators on observing educators.	May observe educator practice and artifacts, but only occasionally assists in identifying effective teaching strategies and practices. Occasionally collaborates with administrators on observing educators.	Collaborates with administrators on observing educators; assists in identifying a variety of effective teaching strategies, practices and artifacts.	Collaborates with administrators on observing educators; ensures that principals know and employ effective strategies and practices for helping educators improve instructional practice. Is able to model this element.
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of content, student effort, and/or student work district-wide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work district-wide, but allows expectations to be inconsistently applied across the district.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators and educators to uphold these expectations consistently.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and empowers administrators, educators and students to uphold these expectations consistently. Is able to model this element.
I-B-3. Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies and practices that are appropriate for diverse learners.	Occasionally looks for evidence that administrators and teachers are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans.	While observing practice and reviewing curriculum, supports administrators and educators in identifying a variety of teaching strategies and practices that are effective with diverse learners.	Employs strategies that ensure that principals know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element.

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Indicator I-C. Assessment: Ensures that all administrators and teachers use practices that facilitate personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.				
I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessments	Does not communicate or monitor a strategy for assessments, leaving it up to administrators and/or educators to design and implement their own strategies.	Occasionally provides administrators and educators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	Supports administrators and educators to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.	Leads administrators and educators to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.
I-C-2. Adjustment to Practice	Does not encourage or facilitate administrator and teacher teams to review assessment data.	Suggests that administrator and teacher teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice.	Provides the resources and effective support for administrator and teacher teams and educators to review assessment data and identify appropriate interventions and adjustments to practice.	Leads, plans, facilitates, and supports administrator and teacher teams review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.

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Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, as required by job responsibilities, including:				
1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals. 2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers and administrators. 3. Exercises sound judgment in assigning ratings for performance and impact on student learning. 4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.				
I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support administrators and educators to develop professional practice, student learning and/or district/school improvement goals, review the goals for quality, and/or support administrators in attaining goals, where applicable.	Supports administrators and educators to develop professional practice, student learning and, where appropriate, district/school improvement goals but does not consistently review them for quality and/or monitor progress, where applicable.	Supports administrators and educators to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals where applicable.	Supports administrators and educators to develop and attain meaningful, actionable, and measurable professional practice, student learning and district/school improvement goals and is able to model this element, where applicable.
I-D-2. Observations and Feedback	Rarely conducts visits to observe educator practice and/or does not provide honest feedback to educators who are not performing proficiently, where applicable.	Makes infrequent unannounced visits to each school to observe educator practice, rarely provides feedback that is specific and constructive for educators, and/or critiques struggling educators without providing targeted support to improve their performance, where applicable.	Typically makes regular unannounced visits to each school to observe educator practice every year and provides targeted constructive feedback to observed educators where applicable. Acknowledges effective practice and provides redirection and targeted support for those whose practice is less than <i>Proficient</i>.	Makes unannounced visits to schools throughout the year to observe educator practice and provides targeted constructive feedback to educators, where applicable. Engages educators in conversations about improvement, celebrates effective practice, and provides targeted support to educators whose practice is less than <i>Proficient</i> . Is able to model this element.

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Indicator I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform program, school and district goals and improve organizational performance, educator effectiveness, and student learning.				
I-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Knowledge and Use of Data	Relies on too few data sources to represent the full picture of school or district performance, and/or does not analyze the data accurately.	May identify multiple sources of student learning data, but these data do not provide multiple perspectives on performance, and/or analysis of the data is sometimes inaccurate.	Identifies a range of appropriate data sources and effectively analyzes the data for decision-making purposes.	Identifies a range of appropriate data sources, including non-traditional information that offers a unique perspective on school and district performance, and models effective data analysis for staff and administrators. Is able to model this element.
I-E-2. Program, School, and District Goals	Gathers limited information on program, school or district strengths and weaknesses and/or does not use these data to inform district plans or actions.	Assesses program, school or district strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	Uses data to accurately assess program, school, or district strengths and areas for improvement to inform the creation of focused, measurable district goals. Provides support to administration in their efforts to create focused, measurable school goals.	Involves stakeholders in a comprehensive diagnosis of program, school, or district strengths and weaknesses using appropriate data, and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element.

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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.

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 of students.				
II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Plans, Procedures, and Routines	Does not assist administrators to develop systems, plans, procedure and routines.	May assist administrators to establish plans, procedures, and routines; help is not consistently offered.	Assists administration to develop systems, plans, procedures, and routines.	Assists administration to establish systems, plans, procedures, and routines and is able to model this element.
II-A-2. Operational Systems	Fails to establish systems and procedures to support clerical and/or support staff, so that the working environment is not generally effective, welcoming, and/or safe.	Develops systems and procedures that result in inconsistent supervision and/or support of clerical and support staff, resulting in a working environment that is not effective, welcoming, and/or safe.	Develops systems and procedures for the effective supervision and support of clerical and support staff so that the working environment is effective, welcoming, and safe.	Develops systems and procedures for the effective supervision and support of clerical and support staff so that the working environment is effective, welcoming, and safe. Is able to model this element.
II-A-3. Student Safety, Health, and Social and Emotional Needs	Does not support administrators to 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. Supports administrators in addressing student discipline and bullying matters on a case-by-case basis.	Supports administrators in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate support for administrators and educators to uphold these expectations. Enforces district policies or procedures consistently.	Guides administrators and teams to develop systems and procedures 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.

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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.				
II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Recruitment and Hiring Strategies	Does not assist principals and/or central office administration in the hiring process.	Assists principals and/or central office administration in the hiring process but does not consistently identify effective educators or administrators.	Assists principals and/or central office administration in the hiring process and, through it, consistently identifies effective educators or administrators who share school and district missions.	Works with administrators and/or faculty members to use a structured, consistent interview process. Consistently identifies effective administrators and educators who share the district's mission. Is able to model this element.
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support the development of the district-wide induction program, does not provide guidance to support new educators, or does not organize high-quality job-embedded professional development.	Partially assists or participates in the development of the district-wide induction program for new educators, or inconsistently implements the district's induction strategy or organizes job-embedded professional development that is not consistently high quality or does not align with district goals.	Assists or develops the district-wide induction program and supports for new educators, faithfully implements the district's induction strategy and/or organizes high-quality job-embedded professional development aligned with district goals.	Assists in the design and implementation in the district-wide induction program and job-embedded professional development, all of which are aligned with district goals; is consistently viewed by professional personnel as effective and helpful, and provide multiple opportunities for administrator and educator growth and learning. Is able to model this element.

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Indicator II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of time for teaching, learning, and collaboration minimizing disruptions and distractions for school-level staff.				
II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Time for Teaching and Learning	Does little to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Generally acts to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Supports administrators in creating schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for school-level staff, including principals.	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize instructional time and minimize disruptions and distractions for all school-level staff. Is able to model this element.
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.	Sets inconsistent expectations for team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings.	Collaborates with administrators to set expectations for team meetings and establishes a schedule that supports sufficient meeting time for all team meetings student learning during team time.	Is transparent and forthcoming about expectations for all team meetings; collaborates with administrators to create and implement a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Is able to model this element.

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Indicator II-D. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.				
II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies. Provides limited support to school personnel.	Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Collaborates on updating resources to ensure district-wide compliance. Provides support to school personnel to ensure compliance.	Provides many of the resources and much of the support to school personnel to understand and comply with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Is able to model this element.
II-D-2. Ethical Behavior	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect administrator, student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect administrator, student, family, and staff confidentiality appropriately.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately; and expects all district personnel to reflect this practice.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.

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Indicator II-E. Fiscal Systems: Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district-level 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.	Where applicable, 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.	Supports administrator and/or educator teams 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; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element.

Indicator III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the classroom, school, and district.				
III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	Does not provide resources and support to welcome families or does little to welcome families as members of the district, classroom or school community or tolerates an environment that is unwelcoming to some families.	May provide some resources and support and make some attempts to welcome families as members of the district, classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community’s effectiveness. Works with administrators to identify and remove barriers to families’ involvement, including families whose home language is not English.	Provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to district, classroom, school, and community effectiveness. Works with administrators, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element.

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III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-2. Community and Business Engagement	Does not make efforts to work with administration and/or educators to reach out to community organizations, community members, or businesses that could otherwise contribute to district effectiveness.	Occasionally collaborates with administration and/or educators to engage some community organizations, community members, and/or businesses in annual district events but does not make efforts to increase their involvement to maximize community contributions for school and/or district effectiveness.	Works with administration and/or educators to establish ongoing relationships with community organizations, community members, or businesses to maximize school and/or district effectiveness.	Works with administration and/or educators to establish strategic partnerships with community organizations, community members, and businesses that improve school and/or district effectiveness. Works with administration and/or educators to increase the types and number of organizations with whom the school and/or district partners in order to deepen relationships and increase partner contribution. Is able to model this element.

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Indicator III-B. Sharing Responsibility: Continuously collaborates with families and/or community stakeholders to support student learning and development at home, at school and in the community.				
III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Student Support	Does not work with administrators or educators to identify student needs, does not work with administrators to support families to address student needs, and/or does not draw upon internal or external resources.	May ask administrators or educators to identify students struggling academically or behaviorally and/or occasionally works with a limited number of families to address student needs, or utilizes a limited set of resources.	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators and/or educators to support families to address student needs, utilizing resources within and outside of the district.	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators and/or educators to support families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the district. Is able to model this element.
III-B-2. Family Collaboration	Does not set clear expectations or provide support for administrators and/or educators to regularly communicate with families on ways to support their children's learning at school and at home.	Sets general expectations and provides occasional support for administrators and/or educators to engage families in supporting their children's learning at school and at home that inconsistently support children with disabilities or limited English proficiency.	Sets clear expectations for and supports administrators and/or educators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency if applicable.	Sets clear expectations and provides differentiated resources to support administrators and/or educators to consistently and regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities, if applicable. Is able to model this element.

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Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.				
III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	Does not set clear expectations for or provide support to administrators and/or educators to communicate with families. District and/or school communication regarding student learning and performance primarily occurs through school report cards.	May set expectations for and provide limited support to administrators and/or educators to communicate with families but does not stress the importance of two-way communication channels. District and/or school communication regarding student learning and performance primarily occurs through school newsletters and other one-way media.	Sets clear expectations for and provides support to administrators and/or educators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports administrators and/or educators to maximize the number of two-way family/teacher interactions.	Sets clear expectations for and provides differentiated support to ensure that all administrators and/or educators 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.
III-C-2. Culturally Proficient Communication	Does not provide support to administrators and/or educators regarding culturally sensitive communication and/or communicates in ways that are disrespectful and/or ignores different family cultural norms.	Occasionally supports administrators and/or educators regarding culturally sensitive communication; and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.	Provides support to administrators and/or educators regarding culturally sensitive communication. Communicates in ways that are always respectful and culturally sensitive to different families' home language, culture, and values.	Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication. Promotes school and/or district-wide communication with families that is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values. 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.

Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all.

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IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement and/or may demonstrate low expectations for faculty and staff.	Inconsistently asks for a commitment to high standards of teaching and learning with high expectations for achievement for all.	Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all.	Leads administrators and/or educators 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 and/or educators regularly. Is able to model this element.
IV-A-2. Mission and Core Values	Does not collaborate with administrators and/or educators to develop core values and mission statements for the school.	Inconsistently collaborates with administrators and/or educators to develop core values and mission statements or rarely uses them to guide decision making.	Collaborates with administrators and/or educators to develop, promote, and model commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.	Leads administrators and/or educators to develop core values and mission statements, share these statements with families and the school district community, and use them to guide decision making. Is able to model this element.
IV-A-3. Meetings	Leads meetings that lack clear purpose and/or are primarily used for one-way informational updates that are not focused on matters of consequence.	Leads meetings that include mostly one-way informational updates focused on matters of consequence.	Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school and/or district matters.	Plans and facilitates engaging meetings led by staff and/or administrators in which small groups learn together and create solutions to instructional leadership issues. Consistently evaluates the effectiveness of the meetings. Is able to model this element.

Indicator IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

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IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Does not support administrators and/or staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Provides limited resources and/or support to administrators and/or educators to development of cultural proficiency.	Provides administrators and/or educators with relevant resources and/or support in building cultural proficiency that promote a culture that affirms individual differences.	Empowers administrators and/or educators with resources and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element.

Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.				
IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	Demonstrates strong interpersonal, written, and verbal communication skills.	Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element.

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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.				
IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Continuous Learning of Staff	Accepts the practice of administrators and/or educators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and staff.	May encourage administrators and/or educators to reflect on the effectiveness of instruction and interactions with faculty and students and to use data and best practices to adapt practice but does not support administrators and/or educators in these practices.	Leads administrators and/or educators to reflect on the effectiveness of lessons, units, and interactions with faculty and students. Ensures that administrators and/or educators use data, research, and best practices to adapt practice to achieve improved results.	Models for administrators and/or educators how to reflect on the effectiveness of lessons, units, and 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.
IV-D-2. Continuous Learning of Administrator	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve efficiency and practice.	Demonstrates openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership. Is able to model this element.
Indicator IV-E. Shared Vision: Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become responsible citizens and community contributors.				
IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Vision Development	Does little to engage stakeholders in the creation of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.	At times collaborates with administrators and/or educators to engage staff, students, families, and community members in developing a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	Collaborates with administrators and/or educators at all grade levels to engage staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element.

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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.				
IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. 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.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers and supports administrators and/or educators to use these approaches. Is able to model this element.
IV-F-3. Consensus Building	Does not attempt to build consensus within the district community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school and/or district communities, with varying degrees of success.	Builds consensus within the school and/or district communities around critical school decisions, employing a variety of strategies.	Employs a variety of strategies to build consensus within the school and/or district communities around critical school decisions, while encouraging dialogue and different points of view. Is able to model this element.