

OUSD Focus Leadership Practices Rubric

Summary Table

Dimension 1 Equity	Element 1.2 Advocacy	Collective Equity Goals 1.2.2
		- Sets collaborative equity goals and outcomes based on evidence analysis to implement equity goals for classrooms, school and community - Regularly collects and analyzes evidence about next steps and adjusts steps to achieve goals
Dimension 2 Vision	Element 2.2 Engagement	Implementation of Vision 2.2.2
		- Builds capacity of adults and students to act on shared vision (SQR 5.1) that endows the community with the power of the possible in building and maintaining an equitable school community - Demonstrates culturally appropriate and responsive choices in communicating and implementing vision - Develops systems and allocates resources in support of the school's vision (SQR 5.10), including deliberate actions regarding rituals and routines and visual artifacts that communicate the school vision
Dimension 3 Relationships	Element 3.1 Relationship Building	Principal Emotional Intelligence 3.1.3
		- Uses a range of communication skills to interact effectively with and encourage full participation of individuals and groups of diverse backgrounds, abilities and lifestyles (SEL 4A) - Demonstrates self-regulation in developing and sustaining relationships - Exhibits a high degree of emotional acuity, (managing emotions, thoughts, impulses and stress/SEL 1A; SEL 2A) and displays empathetic responses to other people's emotions, perspectives, and cultures so that constituents feel heard and understood (SEL 3A) - Uses appropriate inventories to gauge the emotional intelligence of staff members and customizes relational responses to individuals and groups (SEL 4A) - Engages in courageous conversations with trusted individuals and groups in the service of collective outcomes (SQR 5.8) - Develops and practices skills as warm demander
Dimension 6 Management	Element 6.2 Equitable Systems	Collaborative Responsibility for Resources 6.2.2
		- Engages appropriate teams in understanding the complexity of the resource picture and connecting school's vision of equitable outcomes to fiscal and facilities resource allocation - Engages appropriate teams in fiscal decisions based on shared decision-making and achieving equitable outcomes and developing and maximizing resources for school - Fully engages the staff in appropriate levels of decisions about school schedule (including inclusion, interventions, acceleration), and personnel assignments and facilitates conversations about equitable access for all students - Seeks out coaching support from internal leadership and external departments to effectively complete deliverables - Addresses urgent needs while maintaining consistent progress on important goals
		High Functioning Teams 6.2.3
		- Fully implements effective shared leadership structures and processes for decision-making and communication - Co-develops processes that ensure teams engage effectively, solve conflicts, and address learning outcomes for students and that support team development and coaches team members and teams to work collaboratively

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Dimension 7 Instruction	Element 7.1 Instructional Expertise: Leaders	Pedagogical Expectations 7.1.2
		- Models, guides, and supports the development of quality instruction that emphasizes academic rigor for student thinking, listening, speaking, and writing (SQR 5.6) - Uses inventories, surveys, and classroom evidence to diagnose current pedagogy in school and aligns instructional practices across the school that support rigor and engagement in student and teacher learning - Advocates for and models the use of culturally and linguistically relevant pedagogy that includes cultural and community assets of students and families in professional learning opportunities for teachers
		Conditions for Adult Learning 7.1.4
		- Customizes leadership style and develops a range of coaching strategies to differentiate coaching support individual teachers and teacher teams - Set up structures for professional learning and school coaching by site-based and district coaches - Fosters informal adult learning through strategic conversations with and among teachers and staff that include courageous conversations about instructional practices - Works with teacher leadership to implement professional learning¹ that supports high-functioning teams, models effective practices, promotes teacher leadership, and supports teachers to continuously improve their practices (SQR 3.4)
Dimension 8 Accountability	Element 8.1 Accountability Fundamentals	Conditions for Student Learning 7.1.5
		- Models personalization in student relationships that demonstrate the importance of teacher connectedness to students - Emphasizes equitable access to curriculum and academic practices appropriate to grade level for all learners² - Supports teachers and staff in maintaining a classroom and school environment that ensures effective and equitable student learning and effective communication with teachers regarding student referrals and suspensions - Documents and analyzes classroom and school discipline data trends for inequities and efficacy
		Teacher, Staff and Student Evaluation Systems 8.1.3
		- Communicates teacher and staff evaluation systems and expectations to all staff, normalizes the importance teacher and staff evaluation practices as a key lever in improving student outcomes - Sets up systems for collecting and analyzing evidence from formal evaluations that can guide professional learning decisions and ensure a demonstrable connection between teacher performance and student learning - Schedules all formal observations to meet contractual requirements for completing formal observation cycle of teachers and staff, including input on evaluations of partner staff - Sets up systems for logistical and legal requirements related to administration for student assessments
Dimension 8 Accountability	Element 8.2 Accountability Systems	Collaborative Capacity for Data Driven Inquiry Systems 8.2.2
		- Builds capacity of teachers and teams in using data-driven cycles of inquiry (including data conferences) to improve student performance and student experience in learning (SQR 3.2) - Builds capacity of teachers to use evidence and data effectively (SQR 5.8) to collaboratively calibrate what constitutes high quality work and common scoring and grading practices - Engages teachers and teacher teams in using technology for data analysis and reporting - Provides opportunities for families to engage with and understand what their children are learning, why they're learning it, and what it looks like to perform well (SQR 4.6)

¹ Professional learning structures are addressed in Management Dimensions related to high functioning team structures and decision-making

² Equitable access for students who are placed at risk for underperformance, including English language learners, students with disabilities, African American students, students who identity as LGBTQ, and students from vulnerable families and communities that are in economic distress

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Collective Equity Goals			
1.2.2		Dimension 1 – Equity	Element 1.2 – Advocacy
Actions - Sets collaborative equity goals and outcomes based on evidence analysis to implement equity goals for classrooms, school and community - Regularly collects and analyzes evidence about next steps and adjusts steps to achieve goals			
Emerging	Developing	Meeting Standard	Exceeding
Does not collaborate to create or maintain equity goals or vision of high expectations for all students. Analysis of evidence/data from classrooms, school and community does not consider equity. Evidence that the school leader cares about equity is lacking and engagement with stakeholder groups is not prioritized.	Develops minimal opportunities for staff and stakeholders to learn about equity goals and a vision of high expectations for all students; gives staff limited input into the development and maintenance of the equity goals. The collection and analysis of evidence about next steps happens inconsistently. There is inconsistent evidence of next steps to implement equity goals for classrooms, school and community. There may be evidence that the school leader cares about equity, but struggles to communicate and translate that caring into effectively engaging stakeholders about equity.	Involves staff and students in developing, maintaining, and implementing a shared vision of high expectations, including college and career readiness, for all students. Analysis of evidence/data from classrooms, school and community considered through equity lens or equity mindset. The collection and analysis of evidence about next steps happens consistently and there is evidence of next steps to implement equity goals for classrooms, school and community. The school leader cares about equity and effectively engages many stakeholders about equity.	Co-creates equity goals and a shared vision of high expectations with multiple stakeholders; builds staff capacity to maintain and implement a shared vision for high student achievement and college and career readiness for all students. The collection and analysis of evidence about next steps happens consistently, is embedded in the school’s culture and is a result of meaningful engagement with the school community. There is abundant evidence of steps to implement equity goals for classrooms, school and community. The school leader cares deeply about equity and has developed effective ways to engage the school community about equity.

Implementation of Vision			
2.2.2	Dimension 2 – Vision		Element 2.2 – Engagement
Actions - Builds capacity of adults and students to act on shared vision (SQR 5.1) that endows the community with the power of the possible in building and maintaining an equitable school community - Demonstrates culturally appropriate and responsive choices in communicating and implementing vision - Develops systems and allocates resources in support of the school’s vision (SQR 5.10), including deliberate actions regarding rituals and routines and visual artifacts that communicate the school vision			
Emerging	Developing	Meeting Standard	Exceeding
Makes limited attempts to implement the vision; resource allocation is not consistent with school vision/CSSSP; school leader does not provide opportunities to engage constituents regarding school vision; inadequate discussions and communications to internal and external stakeholders.	Broadly communicates the vision to adults and students in the school community; refers to school vision when making decisions but may not show evidence of alignment between vision and resource allocation. School leader provides limited opportunities to engage constituents.	Supports adults and students in the school and community in taking ownership of the vision; works with the leadership team to implement effective instructional strategies to achieve the vision; makes decisions and allocates resources in support of the vision. School leader provides opportunities to engage constituents; communications to internal and external stakeholders are consistent, clear, and equitable.	Inspires all adults and students in the school and community to adopt and enact the vision; builds the capacity of staff to implement effective instructional strategies to achieve the vision; ensures all decisions regarding resources are aligned to and support the vision. School leader provides meaningful opportunities to engage constituents; discussions with and communications to internal and external stakeholders are consistent, clear, and equitable.

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Principal Emotional Intelligence			
3.1.3		Dimension 3 – Relationships	Element 3.1 – Relationship Building
Actions • Uses a range of communication skills to interact effectively with and encourage full participation of individuals and groups of diverse backgrounds, abilities and lifestyles (SEL 4A) • Demonstrates self-regulation in developing and sustaining relationships • Exhibits a high degree of emotional acuity, (managing emotions, thoughts, impulses and stress/SEL 1A; SEL 2A) and displays empathetic responses to other people’s emotions, perspectives, and cultures so that constituents feel heard and understood (SEL 3A) • Uses appropriate inventories to gauge the emotional intelligence of staff members and customizes relational responses to individuals and groups (SEL 4A) • Engages in courageous conversations with trusted individuals and groups in the service of collective outcomes (SQR 5.8) • Develops and practices skills as warm demander			
Emerging	Developing	Meeting Standard	Exceeding
Does not develop positive relationships and/or undermines positive relationships that exist; school leader relies solely on communication methods that target a fixed group of stakeholders; unwilling to accept feedback and adjust leadership practice	Articulates a belief that building and maintaining relationships are important, but may not be able to successfully establish or enhance relationships; school leader relies on similar “tried and true” communication methods that may reach a few groups of stakeholders; demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to own leadership practice	Enhances and maintains trusting relationships among and between a variety of stakeholder groups; school leader uses multiple methods to ensure proper communication with all stakeholders; proactively seeks feedback, self-reflects, and adapts own leadership practice	Develops school-wide capacity to establish trusting relationships and supports positive relationships among and between all stakeholder groups; school leader uses multiple methods to ensure proper and equitable communication with all stakeholders; models and builds the capacity of staff to constantly seek feedback on their own practice, self-reflect and adapt their leadership practice

Collaborative Responsibility for Resources			
6.2.2		Dimension 6 – Management	Element 6.2 – Equitable Systems
Actions - Engages appropriate teams in understanding the complexity of the resource picture and connecting school’s vision of equitable outcomes to fiscal and facilities resource allocation - Engages appropriate teams in fiscal decisions based on shared decision-making and achieving equitable outcomes and developing and maximizing resources for school - Fully engages the staff in appropriate levels of decisions about school schedule (including inclusion, interventions, acceleration), and personnel assignments and facilitates conversations about equitable access for all students - Seeks out coaching support from internal leadership and external departments to effectively complete deliverables - Addresses urgent needs while maintaining consistent progress on important goals			
Emerging	Developing	Meeting Standard	Exceeding
Unable to accurately assess and/or leverage school and district resources; does not effectively manage budget. Does not attempt to build consensus within the school community, or attempts at consensus-building around critical school decisions are unsuccessful.	Sees the school’s resources as given and is not knowledgeable of possibilities for accessing alternate human and fiscal resources; develops skills in planning and managing a budget that supports school’s goals. Employs a limited number of strategies to build consensus within the school community, with varying degrees of success.	Allocates and maximizes resources in alignment with mission and student learning goals, and assesses external resources to fill gaps; ensures that staff have necessary materials, supplies, and equipment; effectively plans and manages a fiscally responsible budget that supports the school’s goals, and ensures school is financially secure in the long-term. Builds consensus within the school community around critical school decisions, employing a variety of strategies.	Continually assesses and reassesses resources and creatively utilizes and leverages existing school and district resources, and is relentless in actively accessing human and fiscal resources that align to strategic priorities to support the achievement of school improvement plan targets; builds capacity of staff to have an appropriate role in the creation and monitoring of budgets within their grade and content areas. Employs a variety of strategies to build consensus within the school community around critical school decisions while encouraging dialogue and different points of view. Is able to model this element.

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High Functioning Teams			
6.2.3		Dimension 6 – Management	Element 6.2 – Equitable Systems
Actions - Fully implements effective shared leadership structures and processes for decision-making and communication - Co-develops processes that ensure teams engage effectively, solve conflicts, and address learning outcomes for students and that support team development and coaches team members and teams to work collaboratively			
Emerging	Developing	Meeting Standard	Exceeding
School leader does not create consistent teacher team structures; does not coach teachers, staff, or stakeholders in developing leadership capacity	Introduces common team structures and expectations for teacher teams; coaching from school leader focuses on under-performing teachers, staff, or stakeholders	Ensures that effective teacher teams use student learning data and student work to advance student outcomes; teams have structured time to work together; effectively differentiates coaching to all teachers, staff, and stakeholders to develop their capacity and support stakeholder’s goals	Implements a strategy to build the capacity of teacher teams to lead effective meetings focused on student learning data and student work; diverse, collaborative teams exist in the school and have structured time to work together; effectively differentiates coaching to all teachers, staff, and stakeholders to develop their capacity and support stakeholder’s goals

Pedagogical Expectations			
7.1.2	Dimension 7 – Instruction		Element 7.1 – Instructional Expertise: Leader
Actions - Models, guides, and supports the development of quality instruction that emphasizes academic rigor for student thinking, listening, speaking, and writing (SQR 5.6) - Uses inventories, surveys, and classroom evidence to diagnose current pedagogy in school and aligns instructional practices across the school that support rigor and engagement in student and teacher learning - Advocates for and models the use of culturally and linguistically relevant pedagogy that includes cultural and community assets of students and families in professional learning opportunities for teachers			
Emerging	Developing	Meeting Standard	Exceeding
Does not attempt to assess instructional practices and is unable to articulate clear strategies to improve instruction; does not use or attempt to introduce research-based instructional practices or support use of culturally and linguistically relevant pedagogy	Measures the quality of instructional practices and attempts to articulate research based and rigorous strategies for improving instructional practices and culturally/linguistically relevant pedagogy; anecdotal evidence is collected to determine the pedagogical needs of the teaching staff	Assesses instructional practices, identifies a few practices that are research-based, rigorous and relevant that will be implemented school-wide and supports teacher development around culturally/linguistically relevant pedagogy; anecdotal evidence is combined with consistent feedback mechanisms to determine the pedagogical needs of the teaching staff	Regularly assesses instructional practices and builds teacher capacity to implement a variety of practices that are relevant to student needs and interests, research based, and based on academic rigor and strategies that supports culturally/linguistically relevant pedagogy; consistent feedback mechanisms determine the pedagogical needs of the teaching staff; professional learning is evaluated and changes are made to the professional learning calendar to reflect new or relevant data

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Conditions for Adult Learning			
7.1.4	Dimension 7 – Instruction		Element 7.1 – Instructional Expertise: Leader
Actions			
• Customizes leadership style and develops a range of coaching strategies to differentiate coaching support individual teachers and teacher teams • Set up structures for professional learning and school coaching by site-based and district coaches • Fosters informal adult learning through strategic conversations with and among teachers and staff that include courageous conversations about instructional practices • Works with teacher leadership to implement professional learning³ that supports high-functioning teams, models effective practices, promotes teacher leadership, and supports teachers to continuously improve their practices (SQR 3.4)			
Emerging	Developing	Meeting Standard	Exceeding
Does not offer professional development and support that is timely, relevant or differentiated; has poor working relationships with much of the staff that prohibits informal learning	Relies on whole group development sessions including trainings on how data should be used, with some specific supports; has sufficiently strong working relationships with some staff members that allow informal learning	Creates multiple structures for teacher learning including large group professional development, grade level and content team specific development; protects staff time for development opportunities; has sufficiently strong working relationships with most staff members that allow informal learning	Implements a job-embedded professional learning system for consistent support, development, coaching, and peer learning opportunities; allocates regular time for whole group and individual staff development and learning opportunities; informal learning exists throughout the school between school leader and teacher and school leader and students

³ Professional learning structures are addressed in Management Dimensions related to high functioning team structures and decision-making

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Conditions for Student Learning			
7.1.5		Dimension 7 – Instruction	Element 7.1 – Instructional Expertise: Leader
Actions - Models personalization in student relationships that demonstrate the importance of teacher connectedness to students - Emphasizes equitable access to curriculum and academic practices appropriate to grade level for all learners⁴ - Supports teachers and staff in maintaining a classroom and school environment that ensures effective and equitable student learning and effective communication with teachers regarding student referrals and suspensions - Documents and analyzes classroom and school discipline data trends for inequities and efficacy			
Emerging	Developing	Meeting Standard	Exceeding
Sends inconsistent messages about the school’s values and behavioral expectations; inconsistently applies positive and negative consequences; tolerates discipline violations and allows positive student and staff behavior to go unrecognized: does not communicate student referrals or suspensions to teachers and staff. Provides minimal or inadequate support for students’ social and emotional development needs; fails to ensure that the school environment is safe. Insufficient focus on equitable course access.	Communicates the school’s values to staff and students; implements a code of conduct for students; attempts to fairly apply positive and negative consequences; proactively communicates decisions about student referrals and suspensions to teachers and staff. Provides some supports for students’ social and emotional development; supports meaningful connections between students and adults; manages a school environment that is safe; evidence of congeniality between school leader and students exist in informal interactions. Attempts to assure equitable course access for all students, with mixed results.	Translates the school’s values into specific expectations for adults and students; ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct and positive and negative consequences are consistently and fairly implemented; proactively communicates decisions about student referrals and suspensions to teachers and staff and welcomes feedback about decisions. Works with the leadership team to support students’ social and emotional development; respects and values each student in the school and fosters strong connections among students and adults by ensuring that every student has at least one trusting and supportive adult connection; ensures the school environment is safe and secure. Prioritizes equity of course access for all students and makes appropriate adjustments when necessary.	Builds the capacity of staff and students to translate the school’s values into specific expectations for adults and students; consistently models and teaches the school’s values and ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct is consistently and fairly implemented; tracks discipline data to ensure equitable application of positive and negative consequences; school leader proactively communicates decisions about student referrals and suspensions to teachers and staff and solicits feedback about how to prevent and address discipline issues Builds the capacity of staff to support and enhance students’ social and emotional development; ensures that each student is valued through systems that foster and facilitate strong connections with other students and adults; continually assesses systems and procedures to ensure the school environment is safe and secure. Consistently evaluates equity of course access and teaching practices for all students.

⁴ Equitable access for students who are placed at risk for underperformance, including English language learners, students with disabilities, African American students, students who identify as LGBTQ, and students from vulnerable families and communities that are in economic distress

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Teacher, Staff and Student Evaluation Systems 8.1.3			
8.1.3		Dimension 8 -Accountability	Element 8.1 – Accountability Fundamentals
Actions - Communicates teacher and staff evaluation systems and expectations to all staff, normalizes the importance teacher and staff evaluation practices as a key lever in improving student outcomes - Sets up systems for collecting and analyzing evidence from formal evaluations that can guide professional learning decisions and ensure a demonstrable connection between teacher performance and student learning - Schedules all formal observations to meet contractual requirements for completing formal observation cycle of teachers and staff, including input on evaluations of partner staff - Sets up systems for logistical and legal requirements related to administration for student assessments			
Emerging	Developing	Meeting Standard	Exceeding
Does not conduct formal and informal observations for teachers, or observations are strictly procedural and offer little opportunity for teacher’s development	No policies or procedures exist to engage teacher feedback in the system of teacher observations; formal observations are set completely by the school leader’s schedule and needs; coaching and debrief after formal observations seem perfunctory; informal observations rarely exist or are seen by teachers as punitive; school leader collects data regarding school discipline	Teacher feedback for observations is systematically collected; teachers feel that they have a voice during the observation process; school leaders set observation schedules, but are flexible about rescheduling if a teacher needs to reschedule; coaching and debrief after formal observations are focused on teacher development and are specific to each teacher; informal observations happen monthly and most teachers agree that the school leader knows their teaching style; school leader collects data and informs school-wide strategy regarding school discipline	Teacher feedback for observations is systematically collected; teachers feel that they have a voice during the observation process; school leader blocks off time for observations to facilitate teachers self-selecting time for their observations; coaching and debrief after formal observations are focused on teacher development and are specific to each teacher; informal observations happen monthly and all teachers agree that the school leader knows their teaching style; school leader collects data to inform school-wide strategy regarding school discipline; evaluates the impact of any school-wide change and makes sure that the change has been productive for students, teachers, and staff

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Collaborative Capacity for Data Driven Inquiry Systems			
8.2.2		Dimension 8 – Accountability	Element 8.2 – Accountability Systems
Actions - Builds capacity of teachers and teams in using data-driven cycles of inquiry (including data conferences) to improve student performance and student experience in learning (SQR 3.2) - Builds capacity of teachers to use evidence and data effectively (SQR 5.8) to collaboratively calibrate what constitutes high quality work and common scoring and grading practices - Engages teachers and teacher teams in using technology for data analysis and reporting - Provides opportunities for families to engage with and understand what their children are learning, why they’re learning it, and what it looks like to perform well (SQR 4.6)			
Emerging	Developing	Meeting Standard	Exceeding
Unable to lead staff through continuous data review or lacks consistency in implementation	Supports staff in using data to identify/prioritize needs; data is used to drive school-wide practices; communicates about data with family and community members when prompted or required	Multiple sources are used to drive instructional decisions and uses data appropriately to identify/prioritize school wide areas of improvement; data is routinely used to identify and adjust school-wide priorities and to drive re-teaching plans and changes in practice for individual teachers; actively communicates about data to family and community members; professional learning focuses on how students operationalize and demonstrate mastery of academic concepts	Supports and develops staff ability to analyze data to identify and prioritize needs, guide grouping, re-teaching, and to identify/prioritize needs and continuous improvement; build staff capacity to use data in determining team and individual goals; actively communicates about data to family and community members in multiple formats to ensure equitable access; professional learning focused on how students operationalize and demonstrate mastery of academic concepts; instructional planning done by teams, grades, and departments