

About LEADS 2.0 Principal Rubric

Construction of the Rubric

The LEADS 2.0 Rubric addresses the content of Four Domains for Rapid School Improvement: A Systems Framework, 2017, <https://centeronschoolturnaround.org/resource/four-domains-for-rapid-school-improvement-a-systems-framework/>, and incorporates Professional Standards for Educational Leaders, 2015, <https://www.wallacefoundation.org/knowledge-center/Documents/Professional-Standards-for-Educational-Leaders-2015.pdf>. The descriptors of performance communicate best practices, these are commonly recognized beliefs and actions of educators which are considered superior in supporting success in student learning. To support the organization and content of LEADS 2018, an information-seeking professional literature review occurred. The scope of the review was limited to contemporary research, publications and rubrics used for addressing effective educational leadership performance.

LEADS 2.0 was created to improve the format of evidence documentation and performance rating. There are fewer components than the previous LEADS and the rubric should encourage flexibility for schools/districts (according to Act 295 of 2017) to make the work in LEADS 2.0 align to local practice.

LEADS 2.0 is an evidence-based system. Evidence is a reporting of 'the facts'. It may include statements, actions, or behaviors. It may also include artifacts prepared by educators, students or others. It is not personal opinion or bias. It is selected using professional judgment by the observer and/or the principal. Evidence should be factual, relevant and representative of practice.

LEADS 2.0 online documentation beginning school year 2019-2020 will occur in EdReflect, whose functions and features have not changed.

Anatomy of the Rubric

Domain: An area of leadership responsibility. In LEADS 2.0: 1. School Organization & Management; 2. School Culture & Climate; 3. Teaching & Learning; 4. Human Capital Management.				
A. Component of the Domain				
Levels of Performance	<i>Ineffective:</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Component Elements:				
Aspects or attributes which further define the component	Descriptors of performance	Descriptors of performance	Descriptors of performance	Descriptors of performance

Levels-of-Performance Descriptors

<i>Ineffective</i>	This rating is appropriate if the principal doesn't appear to understand the concepts or the importance of them. Growing from here means working on understanding and actions. A rating of Ineffective is a first priority for mentoring or coaching. If this rating is given as an indication that student learning is harmed, immediate intervention is needed.
<i>Progressing</i>	Performance at the Progressing level shows the principal appears to understand the meaning of the component, but successful implementation is intermittent. Improvement may be seen through additional reading and research, professional discussions or observing other principals. Guided experience will also improve performance.
<i>Effective</i>	A majority of experienced principals will perform at this level. They are professionals who understand and implement best practices. They consistently demonstrate leadership skills of organization and management. They are aware and capable of handling emergencies in school operation. They are wonderful resources for others in a professional community.
<i>Highly Effective</i>	Principals at this level are masters of practice. His/her leadership is note-worthy in one or more components of the LEADS 2.0 Domains: 1. School Organization & Management; 2. School Culture & Climate; 3. Teaching & Learning; 4. Human Capital Management.

Rating Protocol

LEADS 2.0 should be scored holistically. This means that evaluators will review all evidence collected & assess which level of performance provides the best overall description of the principal practice. The rating should be determined by the preponderance of evidence. This means that *not ALL* descriptors of a performance level must be evidenced. Originally, **preponderance of evidence** is from the civil court system and means 'the greater weight of the evidence'. Further, the

definition of the preponderance is based more on how convincing the evidence is and its probable truth or accuracy, not on the amount of evidence.

Also, the evidence for the unique work of each Principal should be applied to the rubric. The rubric should not be an additional burden on the leader. Success will come from the understanding of work to be used and evidence to be applied at the beginning of the school year during the Professional Growth Planning Conference.

LEADS 2.0 Intended Timeline

Target	Item	Note
Friday, February 15, 2019	Approval of LEADS 2.0 by Dr. Suzanne Bailey & Sandra Hurst	
On or before Thursday, February 21, 2019	Rubric and documents will be sent to 48 school districts who have volunteered to review and respond to the LEADS 2.0 Principal Rubric	
February 22, 2019 to Thursday March 7, 2019	Response from district-level & building-level leaders	
Monday, March 11, 2019	Final work sent to BloomBoard	We had hoped the rubric would be posted in EdReflect before this time, but engineers have several details to post or adjust and it is less costly and time-consuming to post after adjustments.
Target: Monday, March 25 2019	Rubric available to districts in EdReflect for 2019-2020 assignment by Organization Administrators	

The introduction to the LEADS 2.0 Principal Rubric is occurring statewide. It is the result of the partnership of eleven (11) Arkansas University Educator Preparation Programs, ADE Educator Effectiveness, Arkansas Educational Service Co-Ops, and Arkansas Education Renewal Zone Directors.

Registration links for the LEADS 2.0 Rubric trainings are found in ADE Commissioner’s Memo #LIC-19-037, fiscal year 2018-2019.



Thank you for taking your valuable time to briefly review LEADS 2.0. We would love to hear your thoughts, at <https://www.surveymonkey.com/r/leads18feedback> We would love to know any group responses also:)