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| **LEADS 2.0 PRINCPAL RUBRIC** | **HRS LEADING INDICATORS – ALL LEVELS**  **[1.5 = Level One+Fifth Leading Indicator]** |
| **Domain 1: School Organization & Management** |  |
| **1A. Organizational Focus** Unique to school’s identity; Promoted; Supports monitoring for continuous improvement |  |
| **1B. School Plan** Student-focused; Collaborative & strategic; Progress monitoring & revision | 3.4 Clear and measurable goals are established and focused on cri6cal needs regarding improving overall student achievement at the school level. |
| **1C. Time Management** Strategies & tools; Master schedule | 5.2 The school schedule is designed to accommodate students moving at a pace appropriate to their situation and needs. |
| **1D. School Resource Management** Efficient and effective use; Equitable consideration & distribution | 1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. |
| **1E. Shared Leadership & Responsibility** Principal efficacy: Leadership development; Shared responsibility | 1.3 Teachers have formal roles in the decision-making process regarding school initiatives.  *1.4* Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.  1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.  1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. |
| **Domain 2: School Culture & Climate** |  |
| **2A. Safe & Orderly** Facilities; Student handbook; Crisis management plans; Perceptions | 1.1 The faculty and staff perceive the school environment as safe and orderly.  1.2 Students, parents, and the community perceive the school environment as safe and orderly. |
| **2B. Equitable & Culturally Responsive** Welcoming; Culturally competent; Supporting programs or initiatives |  |
| **2C. School Discipline System** Positive & unbiased; Growth-path orientation; Protected learning participation |  |
| **2D. Family & Community Engagement** Communication; Meaningful family involvement; Strategic community partnerships | 1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged. |
| **2E. Collaborative Teaming** Systemic support; Teaming skillset; Individual & team accountability |  |
| **Domain 3: Teaching & Learning** |  |
| **3A. Curriculum** Provided & available; Clear content & expectations; Supported planning & implementation | 3.1 The school curriculum and accompanying assessments adhere to state and district standards.  3.2 The school curriculum is focused enough that it can be adequately addressed in the 6me available to teachers.  3.3 All students have the opportunity to learn the cri6cal content of the curriculum. |
| **3B. Instruction** Student-focused; Reflection-driven; Protected instructional time | 2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school2.3 Predominant instructional practices throughout the school are known and monitored.  4.1 Clear and measureable goals are established and focused on critical needs regarding improving achievement of individual students within the school.  5.1 Students move on to the next level of the curriculum for any subject area only after they have demonstrated competence at the previous level. |
| **3C. Observations & Ratings** Strategic observations; Actionable feedback/coaching; Needs-based professional learning | 2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data. |
| **3D. Appropriate Instructional Support for ALL Students** Organized interventions for additional learning supports; Accelerated learning for the gifted; Aligned curriculum & instructional practices with feeder/connecting schools | 2.6 Teachers have opportunities to observe and discuss effective teaching.  3.6 Appropriate school- and classroom-level programs and prac6ces are in place to help students meet individual achievement goals when data indicate interven6ons are needed.  4.2 Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.  5.3 Students who have demonstrated competency levels greater than those articulated in the system are afforded immediate opportunities to begin work on advanced content and/or career paths of interest. |
| **3E. Effective Instructional Change Leadership** Communication: consistent and connected; Support for planning & implementation; Cultural incorporation | 3.5 Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals. |
| **Domain 4: Human Capital Management** |  |
| **4A. Personal Professional Practice** Ethical behavior; Organizational & Interpersonal Skills Research orientation |  |
| **4B. Personnel Management** Recruitment & hiring; Induction & career pathways; Conflict resolution |  |
| **4C. Educator Professional Capital** Instructional capital; Social capital; Decisional capital | 2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.  2.5 Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals. |
| **4D. School Advocacy** Educates self & others on issues; Shares the story; Leverages multiple media formats |  |
| **4E. Contributions to the Profession** Professional associations & resources; Beginning educators |  |

***~****As is traditional practice, this is simply one suggestion for comparison of performance standards.*

*Truthfully, many more exist as context-specific. ~*