

Multidimensional Leadership Performance Rubric

(for school leaders including Assistant Principals, Vice Principals, Directors, Department Chairs, etc.)

Introduction

This rubric has been designed to support school leaders who are not principals as they work to make explicit connections between their actions, decisions and learning and the improvements to teaching and learning in the schools they lead.*

The Multidimensional Leadership Performance Rubric has two major components. The first supports the use of the Educational Leadership Policy Standards: ISLLC 2008. This component is organized by ISLLC domain, with five dimensions, culled by clustering and categorizing the ISLLC “functions.” These dimensions (Culture, Sustainability, Instructional Program, Capacity Building and Strategic Planning Process) are consistent throughout this component, though not all appear in every domain. Descriptors are specific to each domain. The second component of the MLPR supports Goal Setting and Attainment and has dimensions that are arranged to scaffold the goal setting process, from the initial defining of goals, through action planning, implementation and monitoring and evaluation.

The MLPR was designed to be flexible and maximize alignment between and among multiple uses and users, ideally supporting the development of a community of leaders committed to improving practice and learning, and so is meant to be used as a guide as well as an assessment tool. Some of the ways in which we can imagine this tool being used are outlined below.

School leaders can use the tool:

- as a self-assessment
- to establish a baseline for professional goal setting
- as an ongoing touchstone for monitoring progress
- to provide a context for reflection
- to prompt professional inquiry and learning
- to support discourse around professional practice

Their supervisors can use the MLPR to:

- document baseline observations about school leader practice
- support school leaders in setting and attaining goals
- uncover entry points for collaboration, influence and intervention
- support differentiation by aligning professional development opportunities and resources with needs
- monitor connections to and progress toward the district’s vision, goals, improved teacher practice and student learning
- support diagnostic, formative and summative assessments
- provide purpose and context for evidence gathering and the use of data

Part 1: ISLLC Standards

Domain 1 – Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school/district environment and are shared by its stakeholders)</i>	a. claims to have a vision and mission, but keeps them private b. leader's vision and mission for self and area of responsibility differs or distracts from the school and/or district vision and mission c. disregards the need to use a vision and mission to guide goals, plans and actions	a. identifies own vision and mission, and makes them public b. leader's vision and mission for area of responsibility is created in isolation of those of the school and/or district, and aligned as an compliance activity or afterthought c. refers to the school and/or district vision and mission as a document unconnected to own vision, or to his/her work within the area of responsibility	a. collaborates with select stakeholders from area of responsibility to develop and implement a shared vision and mission for learning in the area of responsibility b. leader includes select pieces of the school and/or district vision and mission when developing a vision and mission for learning in the area of responsibility c. explicitly links the school/district vision and mission to the vision and mission for learning in the area of responsibility, including connections to his/her work	a. engages key stakeholders representing varied roles and perspectives in developing, monitoring and refining a shared vision and mission for learning in the area of responsibility b. leader ensures that the shared vision and mission for learning developed in the area of responsibility is aligned to and supportive of the vision/mission of the school and/or district c. uses the school/district vision and mission, and the vision and mission for the area of responsibility, to inform reflective practice, goals, programs, policies, decision-making and/or actions
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>	a. assumes that the school's/district's improvement is either an event or someone else's responsibility to lead	a. supports opportunities for selected staff to discuss school improvement efforts as they pertain to own area of responsibility	a. implements processes and structures that support improvement related to own area of responsibility	a. uses and regularly evaluates strategic processes and structures to promote continuous and sustainable improvement , within and beyond their area of responsibility

Domain 2 – School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	a. acknowledges the need for communication and collaboration b. provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices c. supports learning environments that rely on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures	a. considers proposals for collaborative structures and projects b. encourages selected staff to expand their understanding of particular practices that support collaboration (e.g. collaborative planning, co-facilitation or integrated curriculum design) c. accepts learning environments in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures	a. supports various structures and practices (e.g. teaming opportunities, common planning and inquiry time, and visitations) to increase learning and improve practice within own area of responsibility b. develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects) c. challenges self and staff to make relevant connections between their work and creating a personalized and motivating learning environment for students and, if there is curriculum created for the area of responsibility, ensures that it meets this expectation	a. shares experience using various processes, practices and structures for accessing and utilizing staff expertise to improve area of responsibility (e.g. collegial inquiry, peer coaching, mentoring, lab sites, etc.) as a model for developing collaborative approaches across the school or district b. nurtures and sustains a culture of collaboration, trust, learning, and high expectations by supporting purposeful opportunities for cross-role groups to design and implement innovative approaches to improving learning, work and practice c. works with multiple stakeholders (e.g., students, staff, parents) to ensure that the area(s) of responsibility is/are integrated into the development, implementation and sustainability of learning environments that actively engage students in authentic, meaningful learning

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i>	<p>a. deems as acceptable curricular programs that provide learners with limited, surface or cursory exposure to a topic, concept or skill set and focuses on the recall of isolated concepts, skills and/or facts</p> <p>b. maintains a hands off approach to instruction</p> <p>c. initiates actions that interrupt instructional time and distract from learning (e.g., meetings, unplanned assemblies, announcements, phone calls to classrooms, etc.), or communicates an expectation that such interruptions are acceptable</p>	<p>a. supports curricular programs focused primarily on recall, comprehension and factual knowledge acquisition that enables basic understanding of a topic and/or process and includes few, if any, opportunities for learners to construct meaning</p> <p>b. provides mixed messages related to expectations for instructional methodology and own understanding of “best practices” within and outside of own area of responsibility</p> <p>c. allows actions that disrupt instructional time and distract from learning (e.g. meetings, unplanned assemblies, announcements, phone calls to classrooms, etc.), or communicates that such interruptions though not desirable, are inevitable</p>	<p>a. promotes comprehensive, rigorous, and coherent curricular programs that address multiple levels of thinking, enable learners to develop knowledge and skills related to a concept, problem, or issue, and support their construction of meaning - or ensures that those they supervise who may be responsible for developing such programs meet this expectation</p> <p>b. interacts with instructional practices related to or affected by area of responsibility by upholding the expectation that those they supervise remain current and incorporate research-based, best practices, as appropriate, into their own work</p> <p>c. works within area of responsibility to initiate or adjust processes, practices structures and/or beliefs in order to ensure that maximum time will be spent on quality instruction (e.g. scheduling, budgeting, “use of time” audit, etc.)</p>	<p>a. engages him/herself and those they supervise in informing, designing, revising and/or participating in (as appropriate to the area of responsibility) a learner-centered curricular program that integrates basic and higher levels of thinking and provides opportunities for learners to construct and engage in a thorough exploration of a concept, problem, issue, or question</p> <p>b. interfaces on an ongoing basis with instruction related to or affected by area of responsibility by engaging in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning</p> <p>c. involves stakeholders in uncovering and eliminating or minimizing challenges posed by existing processes, practices, structures and/or beliefs in the area of responsibility which cause competition for time for quality instruction</p>

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i>	<p>a. assumes titled leaders are able to handle administrative responsibilities and expects others to be able to complete the tasks assigned to them</p> <p>b. is unaware of effective and appropriate technologies available</p>	<p>a. invests in activities that promote the development of a select group of staff as informal leaders</p> <p>b. establishes the expectation that provided technology is integrated into student learning experiences or the daily work of those he/she supervises</p>	<p>a. develops the instructional and/or leadership capacity of staff that he/she supervises</p> <p>b. promotes the use of the most effective and appropriate technologies to support teaching and learning from the perspective of the area of responsibility (e.g. providing and tracking the effects of funds or training on actual use of technology; design and implement structures and practices for integration of appropriate technologies, etc.)</p>	<p>a. develops and taps the instructional and/or leadership capacity of various stakeholders to assume a variety of formal and informal leadership roles in the area of responsibility</p> <p>b. engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the area of responsibility, school and/or district</p>
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>	<p>a. uses “accountability” to justify a system that links student achievement with accolades and blame</p>	<p>a. assessment and accountability systems, though in place in the area of responsibility, are misaligned in design or application, so that it is difficult to see how data from one explicitly relates to or informs the other</p>	<p>a. develops and/or implements assessment and accountability systems to monitor student progress as evidence of the relevance between the focus and work of the area of responsibility and quality teaching and learning</p>	<p>a. facilitates regular use of easily accessible assessment and accountability systems that enable students, staff and parents to use triangulated data (including student progress) as the basis for assessing and maximize the relevance of the area of responsibility in improving learning</p>

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Strategic Planning Process: monitoring/inquiry <i>(the implementation and stewardship of goals, decisions and actions)</i>	a. judges the merit of the instructional program that is informed by their area of responsibility, based on what is being used by other professionals, schools or districts	a. evaluates the impact of the instructional program that is informed by their area of responsibility, based on results of standardized assessments	a. uses input from staff and students, as well as formal assessment data, as part of process to monitor and evaluate the impact of the instructional program that their area of responsibility informs	a. provides the time and expectation for staff and students to participate in capturing and analyzing data to monitor, evaluate and improve the impact of the instructional program that the area of responsibility

Domain 3 – Safe, Efficient, Effective Learning Environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i>	<p>a. obtains and uses human, fiscal and technological resources for area of responsibility based on readily available funds or last year's budget, instead of need</p> <p>b. considers self as the sole leader while allocating unwanted tasks to others</p>	<p>a. obtains human, fiscal and technological resources for area of responsibility, but allocates them without an apparent plan</p> <p>b. shares “leadership” by providing others in area of responsibility with limited responsibilities for tasks and functions but no decision making ability</p>	<p>a. obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources for area of responsibility</p> <p>b. develops the capacity for distributed leadership within area of responsibility by providing interested individuals with opportunities and support for assuming leadership responsibilities and roles</p>	<p>a. solicits input from various stakeholders to help ensure that the acquisition, allocation and efficient utilization of human, fiscal and technological resources, necessary to the area of responsibility are aligned with the present and future needs of both the area of responsibility and the district</p> <p>b. embeds the concept and practice of distributed leadership throughout the area of responsibility by enabling stakeholders to assume leadership roles, including co-creating a process by which today's leaders identify, support and promote tomorrow's leaders</p>
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school and/or district environment and are shared by its stakeholders)</i>	<p>a. speaks to the importance of safety in general terms, but rejects or ignores the need to create and implement specific plans to ensure it within area of responsibility</p>	<p>a. establishes rules and related consequences designed to attend to safety within area of responsibility, but relies on inconsistent implementation procedures</p>	<p>a. promotes and protects the welfare and safety of students and staff within area of responsibility</p>	<p>a. engages diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff in ways that are applicable to the area of responsibility and can provide a model for the district</p>

Domain 3 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>	a. avoids engaging with management or operations systems	a. monitors and evaluates the management and operational systems that relate to the area of responsibility	a. monitors, evaluates and revises existing management and operational systems to support quality in the area of responsibility	a. establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems relevant to ensuring the continuous, sustainable improvement of the area of responsibility
Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i>	a. allocates time, as required or instructed, in order to comply with regulations and mandates	a. relies on time that exists outside the typical school day or beyond the scope of the area of responsibility to enable support for instruction and learning	a. acts to ensure that teacher and organizational time are focused to support quality instruction and student learning by strengthening the relevance of the area of responsibility to quality instruction and learning	a. engages administrators, students, teachers and/or parents in determining how to best allocate and manage organizational time to ensure ongoing and sustainable improvements within the area of responsibility in the service of quality instructional practices and student learning, district-wide

Domain 4 - Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Strategic Planning Process: Inquiry <i>(gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success)</i>	a. makes decisions about whether or not to change the educational environment based on own impressions and beliefs	a. collects and analyzes data and information pertinent to the educational environment as it relates to or is influenced by the area of responsibility	a. collects and analyzes data and information pertinent to the relationship between the area of responsibility and the overall educational environment of the school and/or district, using what is learned to make related improvements	a. engages in ongoing collection/analysis of data pertinent to the relationship between the area of responsibility and the overall educational environment (including information from diverse stakeholders), using what is learned to ensure a positive, reciprocal relationship between the area of responsibility and the educational environment
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school and/or district environment and are shared by its stakeholders)</i>	a. considers the community as separate from the school and/or district	a. provides isolated opportunities for inviting the community to activities supported by the area of responsibility, or for engaging students in community outreach or service projects	a. promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources by scheduling or supporting activities that provide opportunities for the community to showcase its resources	a. engages students, educators, parents, and community partners in employing a range of strategies to identify, tap and promote appreciation for the community's diverse cultural, social and intellectual resources, in the context of improving the area of responsibility
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>	a. identifies lack of family and caregiver involvement as a key explanation for "what is wrong today"	a. takes actions intended to increase staff, family and caregiver support for the area of responsibility, school and/or district	a. creates opportunities for self and staff to build and sustain positive relationships with families and caregivers in the context of the area of responsibility	a. builds sustainable, positive relationships among staff, families and caregivers, enabling them to take on significant roles in ongoing improvement efforts in the area of responsibility, individually and collectively

Domain 5 – Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>	<p>a. associates “accountability” with threats and blame for students’ academic and social difficulties</p> <p>b. makes decisions based on self-interest, and is caught off guard by consequences, responding by denying, becoming defensive or ignoring them</p> <p>c. blames mandates for decisions or actions that challenge the integrity or ethics of the area of responsibility or its various stakeholders</p>	<p>a. focuses on accountability for academic and social success of students whose level of achievement threatens the viability of his/her area of responsibility and/or the school’s or district’s standing</p> <p>b. makes decisions and takes actions without considering consequences beforehand, dealing with them if and when they occur</p> <p>c. accepts responsibility for decisions and actions related to mandates</p>	<p>a. ensures a system of accountability for monitoring and supporting the connections between the work of his/her area of responsibility and every student’s academic and social success</p> <p>b. considers and evaluates the potential moral and legal consequences of decision-making</p> <p>c. thoughtfully considers and upholds mandates in such a way <u>that</u> his/her area of responsibility, and those he/she supervises, can successfully tread the line between compliance and moral and ethical responsibility</p>	<p>a. enables a blame-free approach to shared accountability that effectively monitors and supports the relevance of the area of responsibility to improved academic and social success for every student</p> <p>b. reviews multiple sources of data, including the diverse perspectives of various stakeholders, to uncover potential intended and unintended moral, legal and ethical consequences of decisions and actions</p> <p>c. promotes resiliency by involving stakeholders in negotiating and upholding mandates in ways that preserve the integrity of the area of responsibility’s focus and align with its ethical and moral beliefs</p>

Domain 5 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school and/or district environment and are shared by its stakeholders)</i>	<p>a. mourns the lack of self-awareness, reflective practice transparency and ethical behavior in others</p> <p>b. pays lip service to values related to democracy, equity and diversity</p> <p>c. implements strategies that reinforce grouping and labeling students with specific needs, isolating them from the mainstream</p>	<p>a. proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others</p> <p>b. holds others accountable for upholding the values of democracy, equity and diversity</p> <p>c. asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action within area of responsibility</p>	<p>a. models principles of self-awareness, reflective practice, transparency, and ethical behavior</p> <p>b. safeguards the values of democracy, equity, and diversity</p> <p>c. promotes social justice and ensures that individual student needs inform all aspects of schooling, as it interfaces with the area of responsibility</p>	<p>a. engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the area of responsibility in order to replicate them internally and across the school or district</p> <p>b. provides multiple opportunities for stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity</p> <p>c. creates processes that embed social justice into the fabric of his/her area of responsibility, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions</p>

Domain 6 – Political, Social, Economic, Legal and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>	<p>a. appears unaware of decisions affecting student learning made outside of own area of responsibility, or the district</p> <p>b. waits to be told how to respond to emerging trends or initiatives</p>	<p>a. reacts to district, state and national decisions affecting student learning as it relates to his/her area of responsibility</p> <p>b. continues to rely on yesterday's leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as "leaders" in the field</p>	<p>a. acts to influence local, district, state, and national decisions affecting student learning, within and beyond his/her own area of responsibility</p> <p>b. assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies</p>	<p>a. collaborates with diverse stakeholder groups from the area of responsibility, school, district and/or community to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning</p> <p>b. draws upon stakeholders' perspectives, expertise and leadership in responding proactively to emerging challenges, ensuring the resilience of the area of responsibility, its growth, learning and improvements</p>
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school and/or district environment and are shared by its stakeholders)</i>	<p>a. advocates for self and own interests</p>	<p>a. advocates for selected causes affecting area of responsibility</p>	<p>a. advocates for children, families, and caregivers within the context of his/her area of responsibility</p>	<p>a. enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another</p>

Part 2: Goal Setting and Attainment

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Uncovering Goals <ul style="list-style-type: none"> • Align • Define 	<p>a. “does” goal setting in order to be in compliance with mandates or regulations</p> <p>b. operates from own opinion and perceptions without attending to vision and data</p> <p>c. extracts goals from own interests</p> <p>d. goals are discreet, isolated action steps, unaligned to key improvements to own practice, the area of responsibility or the district</p>	<p>a. completes goal setting activities to satisfy district or supervisor expectations and assumptions about the importance of having goals</p> <p>b. considers data gathered about teacher practice, academic results, learning environment and/or the district vision in isolation of his/her aspirations for the area of responsibility</p> <p>c. establishes goals that focus on improvements that are only peripherally connected to improving practice in ways that will have a positive effect on the area of responsibility</p> <p>d. goals are broad, general, aspirational statements for self or area of responsibility that are too big to be acted on or assessed</p>	<p>a. engages in the goal setting process as part of own professional improvement maintaining the ultimate context to connect area of expertise with improved student learning</p> <p>b. works with other school and district leaders to consider the effect of his/her aspirations for the area of responsibility on student learning needs, teacher practice, academic results, the learning environment and/or the school/district’s vision</p> <p>c. creates goals that connect changes in his/her own practice to the improvement in area of responsibility and the connection to improved student learning</p> <p>d. goals clearly address important and needed improvements to own practice that can be monitored and assessed</p>	<p>a. embraces the goal setting process as an integral part of his/her ongoing work to increase his/her area of responsibility’s relevance in improving learning</p> <p>b. engages a cross-role group (e.g. school/district leaders, teachers, students) in using data to surface questions and insights about the effect of his/her vision for the area of responsibility on its current state and its relationship to improved student learning, teacher practice, academic results, learning environment, the school/district’s vision</p> <p>c. generates data-informed goals that focus on his/her role in maximizing the relevance of the area of responsibility to improved learning, practice, results, environment and attainment of the school/district vision</p> <p>d. goals express clear, actionable and measurable targets designed to improve own practice, the area of responsibility and district</p>

Goal Setting and Attainment (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Strategic Planning <ul style="list-style-type: none"> • Prioritize • Strategize 	<p>a. considers goals in no special order</p> <p>b. changes commitment to goals arbitrarily, as new interests emerge</p> <p>c. lists generic strategies that could apply to a variety of goals</p> <p>d. states the benefits of attaining the goal(s)</p>	<p>a. prioritizes goals based on own interests and/or the priorities of others</p> <p>b. relies on own perspective to assert the importance and alignment of identified goals</p> <p>c. lists strategies that will be used to accomplish goals identified</p> <p>d. describes, in general terms, what successful goal attainment will look like and accomplish</p>	<p>a. prioritizes goals by considering what can be gained by pursuing each</p> <p>b. uses supervisor's and/or colleagues' perspectives to test own assumptions about goals and determine their alignment to the vision and needs of the area of responsibility, school and/or district</p> <p>c. articulates strategies, supporting actions and his/her reasons for selecting them</p> <p>d. identifies the interim and ultimate indicators (criteria) by which they will measure the success of their goal attainment actions, the tools/processes they will use to document them, and the evidence that will illustrate progress and/or attainment</p>	<p>a. prioritizes goals by considering the potential benefits and unintended consequences of pursuing certain goals vis-a-vis others</p> <p>b. uses diverse perspectives of others to test own assumptions about the goals articulated and determine alignment to the vision and needs of the area of responsibility, school and/or district</p> <p>c. articulates a coherent goal attainment plan, including rationale, actions and anticipated results, timeline, and also strategies for addressing and overcoming obstacles to the plan</p> <p>d. contextualizes monitoring and measurement of their goal attainment (e.g. interim and ultimate indicators, documentation tools and processes, evidence) to clearly align goal progress/success with improvements in practice, the area of responsibility and/or the district</p>

Goal Setting and Attainment (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Taking Action <ul style="list-style-type: none"> • Mobilize • Monitor • Refine 	<p>a. refers in general to working toward goals, but is unable to articulate a coherent set of related steps or strategies</p> <p>b. speaks about taking actions, but has trouble committing and getting started</p> <p>c. changes goals to better match what is currently happening or uses what is happening to rationalize giving up</p>	<p>a. identifies a series of individual actions for each goal without specifying whether the goals are long or short term</p> <p>b. implements the action plan quietly and privately</p> <p>c. adjusts goals and actions based on instinct, self-perceptions or the opinions of others</p>	<p>a. takes actions based on a plan that delineates steps and strategies for all goals, regardless of whether they are short or long term</p> <p>b. implements the action plan publically, inviting others to use it as a model for goal setting that they can do as well</p> <p>c. monitors and refines goals and/or action steps, based on formative assessment of interim and ultimate indicators, using evidence collected</p>	<p>a. implements actions clearly meant to support the attainment of specific long and/or short term goals while maximizing the relationship among them – and between them and their alignment with the overall improvements desired</p> <p>b. shares and implements the action plan publically, using it as an opportunity to build a culture of inquiry by inspiring others to engage with this plan and their own goal setting, to improve learning</p> <p>c. seeks multiple, diverse perspectives to review evidence collected and contribute questions and insights to his/her own thinking about the effectiveness of process, actions, strategies and progress, in order to support revisions to the action plan</p>

Goal Setting and Attainment (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Evaluating Attainment <ul style="list-style-type: none"> • Document <ul style="list-style-type: none"> ○ Insights ○ Accomplishments ○ New questions ○ Implications for moving forward • Next steps 	<p>a. sees documentation as a beginning and end event, focusing it on restating actions taken and noting obstacles to goal achievement</p> <p>b. categorically claims goal attainment, or uses failure to meet goals set as evidence that the goal setting process does not work</p> <p>c. dismisses the possibility of using goals to define next steps</p>	<p>a. sporadically documents thinking related to key moments, obstacles or achievements</p> <p>b. evaluates goals and goal attainment based on own impressions of what success should have looked like and what was actually achieved</p> <p>c. considers new goals based on current goals, repeating or adjusting them to match perceived ability of the area of responsibility, school and/or district to actually improve</p>	<p>a. periodically documents own thinking and reactions to the progress made, obstacles encountered, and insights or questions that arise</p> <p>b. evaluates goals and goal attainment by assessing “evidence of success,” establishing the degree to which the goal has been achieved, and determining next steps towards attaining his/her vision for the area of responsibility, school and/or district</p> <p>c. determines goal-related next steps and future actions in light of how successful the recent work was in making improvements</p>	<p>a. systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences</p> <p>b. taps the perspectives of those who supported the initial data analysis and planning to help assess “evidence of success,” establish the degree to which the goal has been achieved, identify learning/insights and determine possible next steps as they consider the vision of the area of responsibility, school and/or district</p> <p>c. engages stakeholders in articulating future goals, actions and next steps for improvement based on how much closer the area of responsibility, school and/or district are to their vision</p>