

**Instructional Leadership**

**1. Achievement Focus and Results Orientation**

Element	Requires Action	Progressing	Accomplished	Exemplary
<b>a. Holds self and others accountable for high academic achievement of all students.</b>	Sets low achievement expectations for students. May make excuses or rationalize low student performance.	Articulates personal accountability for academic achievement for most students and/or responsiveness to students and families. Focuses on attaining learning gains for most students.	Demonstrates personal accountability for their students' high academic achievement and responsiveness to students and families. Takes deliberate action to attain learning gains for all students. Models daily actions that support the school vision.	ACCOMPLISHED PLUS... Maintains a clear, consistent focus on ensuring dramatic gains for their students. Models personal accountability and focus on student outcomes. Champions the school vision.
<b>b. Sets challenging goals. Demonstrates persistence and overcomes obstacles to achieve goals.</b>	Does not set goals or goals may be vague, lack rigor, or not align with challenges or needs. May give up in the face of adversity.	Sets and is sometimes successful at achieving student outcomes goals. Persists and overcomes anticipated obstacles, but may have difficulty managing unexpected adversity.	Sets, monitors, and achieves challenging goals based on student outcomes in their classroom. Anticipates, adapts, and persists in the face of obstacles and responds in a positive, solutions-oriented manner.	ACCOMPLISHED PLUS... Consistently surpasses goals for students. Models how to overcome obstacles and be resourceful and innovative to increase student achievement.
<b>c. Exhibits a commitment to equity and creates a collective sense of urgency to close achievement gaps and prepare all students for college and career success.</b>	May avoid conversations about student achievement gaps. Is complacent or unable to generate a sense of urgency in others to close achievement gaps.	Comfortable discussing issues of equity. May confront others' preconceptions about race, culture, class, or other differences among students. Communicates the importance of closing achievement gaps, with mixed results in generating a sense of urgency.	Engages in and models courageous conversations about equity gaps and implements strategies to eradicate inequities in their classroom and/or school community.	ACCOMPLISHED PLUS... Effectively collaborates with colleagues to generate a shared sense of urgency and implement strategies to close achievement gaps and prepare all students for college and careers.

**Instructional Leadership**

**2. Instructional Expertise**

Element	Requires Action	Progressing	Accomplished	Exemplary
<b>a. Deep understanding of pedagogy and ability to identify effective teaching practices that result in</b>	Does not demonstrate a deep understanding of pedagogy or effective teaching practices. May be unable to identify priorities for instructional	Implements teaching practices based on an understanding of pedagogy. Identifies some priorities for instructional improvement, although strategies may not be the	Demonstrates skill and understanding of pedagogy to meet the diverse needs of students. Effectively implements teaching practices that result in improved student learning. Accurately	ACCOMPLISHED PLUS... Demonstrates an in-depth knowledge of pedagogy and strategies that result in dramatic gains in student learning.

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<b>improved student learning.</b>	improvement.	most impactful for improving instructional practice that result in student learning.	identifies high-leverage instructional improvements in own classroom.	Consistently identifies and implements high-leverage instructional improvements for own practice and for peers.
<b>b. Uses data to differentiate and prioritize instructional supports and interventions and supports teachers in using data to differentiate instruction.</b>	Does not use data to plan lessons or units. May be philosophically opposed to using data in the classroom or lack basic data analysis skills.	Uses data to set student learning targets and differentiate instruction but with inconsistent results and/or frequency.	Consistently uses quantitative and qualitative student data to set learning objectives and differentiate instruction for students. Analyzes student data to identify content that students did not learn, guide grouping, and inform re-teaching strategies.	ACCOMPLISHED PLUS... Regularly uses quantitative and qualitative student data to build capacity of individual teachers or guide subject/grade-level teams to differentiate instruction.
<b>c. Ensures students master state standards by aligning curriculum, instructional strategies, and assessments.</b>	Lacks knowledge or understanding of how to use standards to guide instruction. Lessons or units may be misaligned with instructional strategies and assessments.	Develops and supports the implementation of standards-based curriculum and assessments for own lesson and unit plans. Aligns instructional strategies in an effort to help students master state standards, with mixed effectiveness.	Develops, adapts and implements curriculum, instructional strategies, and assessments aligned to state standards in order to help all students master those standards.	ACCOMPLISHED PLUS... Accurately links own instructional and assessment practices to student performance on particular standards. Builds capacity of peers to align instructional practices and assessments to state standards.

**Human Capital Management**

**3. Managing and Developing People**

Element	Requires Action	Progressing	Accomplished	Exemplary
<b>a. Provides clear expectations for staff performance and communicates success and needed improvements regularly.</b>	Does not set expectations for own performance or seek to understand performance expectations.	Meets and attempts to exceed performance expectations. Does some monitoring to track progress.	Exceeds performance expectations. Explains performance expectations to team members and provides support to attain them. Consistently holds self accountable for meeting performance expectations.	ACCOMPLISHED PLUS... Models performance expectations. Recognizes team members who consistently meet performance expectations and supports those who need improvement.
<b>b. Uses multiple methods to assess teacher and staff effectiveness and</b>	Uses minimal evidence or relies on perception to assess own instructional practice and effectiveness. Is not able to	Uses some data sources or evidence to assess instructional practices and effectiveness. Willing to provide feedback to teachers	Uses multiple data sources and evidence to assess instructional practice and effectiveness. Able to provide timely, specific and actionable	ACCOMPLISHED PLUS... Encourages other teachers to integrate feedback to improve their practice and inform their

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Element	Requires Action	Progressing	Accomplished	Exemplary
<b>provides timely, targeted, and actionable feedback.</b>	provide helpful feedback to teachers or staff.	and staff, but feedback may not be specific or timely.	feedback to teachers and staff.	development. Provides feedback to others that supports learning and results in improved practice.
<b>c. Uses student and observation data and disaggregates school data to plan and target job-embedded professional development and support for teachers.</b>	Rarely considers observation or student data to determine own learning plan. Rarely supports the development of other teachers.	Considers student or observation data when identifying strengths or growth areas. References data in determining professional development and supports but may not understand how to effectively differentiate coaching and supports for other teachers.	Disaggregates data to identify trends, strengths, and growth areas for self and colleagues. Uses data to design professional development opportunities for teachers.	ACCOMPLISHED PLUS... Uses own and team's student and observation data to provide differentiated, job-embedded coaching and professional development for teachers.
<b>d. Distributes and develops staff leadership and builds teacher teams able to advance teaching and learning.</b>	Rarely contributes to the effectiveness of teacher teams. Does not demonstrate interest in pursuing team leadership opportunities.	Actively contributes in teacher teams. Expresses interest in leadership opportunities. Attempts to support the development of other teachers.	Seeks opportunities to lead adults and teams. Supports the development of other teachers.	ACCOMPLISHED PLUS... Influences teachers to problem solve and work together to address needs.  Mentors and continuously develops teachers leading to demonstrated improvements in teaching practice or student learning outcomes.
<b>e. Exhibits effective recruitment, interview, and selection skills that lead to quality hiring decisions.</b>	Does not support or participate in school recruitment or screening. May allow personal relationships to influence staffing recommendations.	Participates in recruitment or screening of candidates. May accurately assess candidate competencies, but may not consider school-specific needs in recommendations.	Participates in the recruitment and screening of high-potential candidates for each vacancy. Effectively assesses candidate competencies that match school needs.	ACCOMPLISHED PLUS... Actively participates in recruitment and screening of high-potential candidates to meet specified school, department, and position needs.
<b>f. Provides quality onboarding experiences for new teachers.</b>	Does not take ownership for onboarding or developing new teachers.	Is welcoming and available to new teachers, but may lack the understanding or practices to support formal onboarding.	Effectively contributes to the onboarding and development of new teachers.	ACCOMPLISHED PLUS... Initiates teaming with new teachers to support their development and early success in the role.

**Organizational/System Leadership**

**4. Culture and Relationship Building**

Element	Requires Action	Progressing	Accomplished	Exemplary
<b>a. Establishes collaborative relationships with internal and external stakeholders to achieve objectives.</b>	Does not listen to or recognize the concerns of others. May alienate or disengage peers when working to achieve objectives. May lack empathy. Unable to establish collaborative relationships.  Communicates with others in a way that contradicts or undermines the school's values and behavioral expectations.	Listens to others in an attempt to understand their perspective. Empathizes with others' point of view. Maintains collaborative, respectful relationships but may not engage some peers.  Communicates with others in a way that aligns with the school's values and behavioral expectations.	Actively listens to others and seeks to understand and address their perspectives and needs. Treats others with dignity and respect. Builds and maintains strong, collaborative relationships with students, families, and colleagues to achieve objectives.  Translates the school's values into specific expectations for own performance and explicitly teaches expectations to students.	ACCOMPLISHED PLUS... Leads and collaborates closely with colleagues, students, families, and administrators to establish a climate of collaborative relationships to achieve goals.  Ensures that students, families, and teachers understand the school's values and specific expectations for adults and students.
<b>b. Creates a positive and safe environment for teachers, students, families, and the community.</b>	Provides inadequate support for students' social and emotional development needs and fails to ensure that the school environment is safe.	Implements a code of conduct for students, attempting to fairly apply positive and negative consequences. Supports student's social and emotional development and connections between students and adults. Manages a classroom environment that is safe with minor off-task or occasional inappropriate behavior.	Implements systems to ensure the code of conduct and positive and negative consequences are consistently and fairly implemented in the classroom. Works with peers and/or the leadership team to support students' social and emotional development. Respects and values each student in the school. Fosters strong connections among students and adults. Strives to ensure that the school environment is safe and secure.	ACCOMPLISHED PLUS... Supports the development of school-wide code of conduct with positive and negative consequences. Models behaviors that demonstrate respect and value of each student in the school. Inspires others to ensure a safe and secure school environment.
<b>c. Resolves conflict in a direct but constructive manner, seeking "win-win" solutions.</b>	Does not resolve conflict or does so in an indirect or destructive manner. Avoids difficult conversations.	Remains positive in difficult situations, but is not always successful. Sometimes operates in a negative and reactive mode when dealing with conflict.	Proactively resolves disagreements and identifies "win-win" solutions. Exhibits willingness, courage, and skill to have difficult conversations.	ACCOMPLISHED PLUS... Helps stakeholders understand shared goals and other perspectives. Engages stakeholders in problem resolution.
<b>d. Embraces diverse viewpoints and solicits stakeholder input in decision-making.</b>	Does not consider diverse perspectives. May not value stakeholder input.	Considers other perspectives. Values stakeholder input but may not understand how to incorporate multiple perspectives into a solution.	Considers diverse perspectives and stakeholder input to make decisions that are in the best interest of students.	ACCOMPLISHED PLUS... Routinely seeks stakeholder input to make informed decisions. Exhibits willingness to make unpopular decisions in the best interest of students.

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<b>e. Communicates effectively with all stakeholders.</b>	Does not proactively communicate with stakeholders. Does not articulate a clear point of view or attempt to tailor messages. May communicate conflicting messages to stakeholders. May lack professionalism.	Communicates with some stakeholders. Communication may not be clear, concise, or tailored to various stakeholders. Maintains a professional demeanor but may lack poise or confidence under pressure.	Communicates regularly and effectively with stakeholders. Articulates a clear point of view in a coherent and concise manner. Exhibits poise and professionalism, even when under pressure.	ACCOMPLISHED PLUS... Creates proactive communication channels for different stakeholders and finds ways to help teachers and staff to do the same.
<b>f. Motivates, inspires, and moves other adults to feel ownership and take action.</b>	May disempower others or cause others to disengage. Lacks leadership or strategies to move adults to action.	Engages and attempts to build ownership for student outcomes, but is only sometimes successful. Sets a positive tone but may not successfully move adults to achieve goals.	Motivates and inspires others to take ownership for student outcomes, by engaging students, families, and staff. Sets a positive tone and successfully moves adults to achieve goals.	ACCOMPLISHED PLUS... Develops teacher capacity to motivate, inspire, and move their students and families to take action to achieve ambitious goals. Inspires adults with their passion for students.
<b>g. Regularly reflects, accurately assesses own strengths and growth areas, seeks feedback, and professional development to improve.</b>	Does not reflect and/or inaccurately assesses own strengths or growth areas. Demonstrates limited awareness of impact on or perception by others. May become defensive when receiving feedback. Takes limited action to grow.	Reflects and identifies some strengths and growth areas. Demonstrates some awareness of impact on and perception by others. Sometimes solicits performance feedback. Pursues development opportunities, but may not prioritize opportunities aligned with growth areas.	Regularly reflects on and accurately assesses own strengths and substantive growth areas. Demonstrates awareness of impact on and perception by others. Regularly solicits and incorporates performance feedback.	ACCOMPLISHED PLUS... Proactively solicits "360-degree" feedback from others and uses information to prioritize own development goals. Demonstrates continual improvement.

**Organizational/System Leadership**

**5. Problem-Solving and Strategic Change Management**

Element	Requires Action	Progressing	Accomplished	Exemplary
<b>a. Collects, analyzes, and uses multiple forms of data to make decisions.</b>	Uses data inconsistently or has difficulty understanding or using data to inform decision-making.	Collects and analyzes different sources of data. May have difficulty identifying the most salient data to inform instructional practices and classroom culture. Some decisions may not align with or support findings.	Collects, analyzes, and draws meaningful conclusions from multiple forms of quantitative and qualitative data (e.g., teacher, classroom, and student-level data) to inform classroom- or department-level decisions.	ACCOMPLISHED PLUS... Regularly engages students, families, and staff in data discussions about student outcomes.
<b>b. Identifies problems, analyzes root causes,</b>	Does not accurately identify problems or prioritize the most	Identifies problems and attempts to diagnose root causes with varying	Effectively identifies problems. Analyzes complex issues to accurately	ACCOMPLISHED PLUS... Regularly helps others to

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<p><b>and develops effective strategies to resolve issues.</b></p>	<p>critical issues to increase student achievement. Strategies may not address critical issues.</p>	<p>success. Occasionally prioritizes the most critical issues. Develops partially effective strategies or strategies that address only part of the issue.</p>	<p>diagnose root causes. Prioritizes the most critical issues, and develops effective strategies to resolve those issues.</p>	<p>understand root causes of issues and develop effective solutions.</p>
<p><b>c. Develops and implements effective action plans, anticipates risks to achieving goals, and adapts to changing circumstances.</b></p>	<p>Develops action plans that do not address identified issues. Has difficulty anticipating risks, and may become surprised or frustrated when things do not go according to plan.</p>	<p>Develops action plans to address identified issues, but may focus solely on the big picture or get stuck in the details and lose sight of the goal. Sometimes anticipates and prepares for potential risks and challenges.</p>	<p>Develops and implements clear action plans that address identified issues. Balances the big picture and detailed steps to reach the end goal. Anticipates and prepares for potential risks and challenges.</p>	<p>ACCOMPLISHED PLUS... Reflects on past practice and incorporates lessons learned in future plans. Designs periodic milestones, regularly monitors progress, and adapts to changing circumstances.</p>
<p><b>d. Effectively manages time, proactively plans and creates systems to accomplish classroom goals.</b></p>	<p>Demonstrates poor time management skills. Does not proactively plan or create systems to achieve classroom goals.</p>	<p>Demonstrates some time management, planning, and organization skills. Creates systems that support classroom goals.</p>	<p>Effectively manages time to accomplish goals. Demonstrates organizational skills and proactive planning. Creates systems to support achievement of classroom goals.</p>	<p>ACCOMPLISHED PLUS... Models effective time management, organizational skills, planning, and systems thinking. Adapts systems to enable sustainable solutions over time.</p>
<p><b>e. Builds buy-in from diverse stakeholders and, overcomes resistance to advance school improvement.</b></p>	<p>Attempts to lead change by directing others and is unable to build stakeholder buy-in. Does not recognize the impact of change on others or attempt to manage resistance.</p>	<p>Communicates the need for change. Creates some stakeholder buy-in and short-term wins. Sometimes recognizes the impact of change on others and works to manage resistance.</p>	<p>Thoughtfully engages families and students in the change process to gain buy-in to changes in classroom programs, systems, or initiatives. Recognizes the impact of change on others and proactively anticipates and manages resistance.</p>	<p>ACCOMPLISHED PLUS... Models how to convert resistance into support by engaging concerned stakeholders and/or leveraging supporters to influence others.</p>