

**DEVELOPMENTAL RUBRIC FOR SCHOOL IMPROVEMENT - DRAFT COPY**

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DOMAIN/LEVEL	BEGINNING	EMERGENT	FUNCTIONAL	EXEMPLARY
INSTRUCTIONAL LEADERSHIP	<ul style="list-style-type: none"> <li>▶ Leadership Lacks Clear Instructional Focus</li> <li>▶ Teachers Perceive Leaders Lack Instructional Knowledge</li> <li>▶ Leadership Lacks Clear Practice for Routinely Observing and Monitoring Instruction</li> </ul>	<ul style="list-style-type: none"> <li>▶ Developing Instructional Focus, but Lack of Shared Understanding Among Teachers</li> <li>▶ Administrators Demonstrate Limited Modeling of Instructional Knowledge</li> <li>▶ Observation Practice Limited</li> </ul>	<ul style="list-style-type: none"> <li>▶ Instructional Focus Clearly Communicated to Teachers, Students</li> <li>▶ Administrators Routinely Model Their Own Knowledge of Instructional Practice With Teachers</li> <li>▶ Routine, Visible Administrators' Observational Practice</li> </ul>	<ul style="list-style-type: none"> <li>▶ Instructional Focus Present in Language and Practice</li> <li>▶ Administrators Routinely Model Their Own Knowledge, and Teachers Provide Feedback to Administrators on their Practice</li> <li>▶ Routine, Visible Involvement of Administrators and Teachers in Observation Practice</li> </ul>
ORGANIZATIONAL STRUCTURE AND PROCESS	<ul style="list-style-type: none"> <li>▶ Absence of Clear Structures, Processes for Instructional Decisions</li> <li>▶ Instructional Practice Absent or Episodic in Interactions Between Administrators and Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▶ Clear Team Structure for Instructional Decisions</li> <li>▶ Variable Capacity of Teams in Processes for Effective Collaboration</li> <li>▶ Variable Capacity of Teams to Make Instructional Decisions</li> <li>▶ Variable Engagement of Teams in Decisions about Instruction and Conduct</li> </ul>	<ul style="list-style-type: none"> <li>▶ Clear Team Structure with Clear Direction for Team Work</li> <li>▶ Administrators Monitor Team Collaborative Process</li> <li>▶ Consistent Capacity of Teams to Make Instructional Decisions</li> <li>▶ Clear Ground-rules and Consistent Understanding of Teams' Role in Decisions</li> </ul>	<ul style="list-style-type: none"> <li>▶ Clear Structure, Direction for Team Work, with Strong Coordination Across Teams</li> <li>▶ Rotating Team Leadership</li> <li>▶ Routine Teacher Leadership of School-Wide Activities</li> </ul>
LEADERSHIP FOR LEARNING	<ul style="list-style-type: none"> <li>▶ Faculty Perceive Emphasis on Hierarchy, Power Differential</li> <li>▶ Faculty Fear Consequences for Experimentation, Admitting Mistakes or Questioning Current Practice</li> <li>▶ Weak or Non-Existent Supports for Teachers Struggling with Instructional Practice</li> </ul>	<ul style="list-style-type: none"> <li>▶ Leaders Developing Ability to Facilitate and Solicit Input From Faculty, Whole-School and Team Contexts</li> <li>▶ Limited Faculty Engagement in Candid Discussion of Individual or Collective Performance</li> <li>▶ Developing System of Supports for Areas of Instructional Weakness</li> </ul>	<ul style="list-style-type: none"> <li>▶ Administrators Routinely Model Their Own Learning Process With Teachers</li> <li>▶ Routine Faculty Engagement in Evaluative Discussion of Individual and Collective Performance</li> <li>▶ Established Professional Learning Program Linked to Individual Needs and School Goals</li> </ul>	<ul style="list-style-type: none"> <li>▶ Administrators and Teachers Routinely Engage in Shared Professional Learning Around Next Level of Work for the School</li> <li>▶ Administrators and Teachers Routinely Adapt Professional Development Offerings to Needs of the Faculty, as they Emerge</li> </ul>
COLLECTIVE UNDERSTANDING OF EFFECTIVE PRACTICE	<ul style="list-style-type: none"> <li>▶ Individual Teachers Monitor Effects of Instructional Practice</li> <li>▶ Existing Information Sources are Underutilized, or Not Used at All</li> <li>▶ Weak or Non-Existent Use by Administrators of Information on School Improvement Strategies or Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>▶ Individual Teachers Determine How and Whether to Engage in Peer Observation</li> <li>▶ Administrators and Teachers Use Published Information on Student Learning for Decisions About Instruction and Improvement Strategy</li> <li>▶ Administrators Provide Feed-back to Teachers and Teams based on Published Sources</li> </ul>	<ul style="list-style-type: none"> <li>▶ Established System for Teacher Peer Observation</li> <li>▶ Administrators, Teachers Develop and Use Multiple Sources of Information on Student Learning, Keyed to Instructional Focus</li> <li>▶ Administrators Routinely Observe, Provide Feedback, and Model Use of Multiple Sources for Teachers and Teams</li> </ul>	<ul style="list-style-type: none"> <li>▶ Administrators, Teachers Routinely Adapt the Information They Gather on Student Learning to the Instructional Focus of the School</li> <li>▶ Teachers and Administrators Routinely Provide Feedback to Each Other on Strengths and Weaknesses of Instructional Focus</li> </ul>
EFFICACY AND ACCOUNTABILITY	<ul style="list-style-type: none"> <li>▶ Administrators Monitor and Supervise Individual Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▶ Administrators Supervise and Monitor Team Instructional Decisions</li> <li>▶ Administrators Monitor Impact of Team Decisions on Instructional Practice</li> </ul>	<ul style="list-style-type: none"> <li>▶ Teams Make Collective Instructional Decisions within Instructional Focus</li> <li>▶ Teams Monitor Commitments to Specific Instructional Changes Through Strategies Including Peer Observation</li> </ul>	<ul style="list-style-type: none"> <li>▶ Teams and Administrators Routinely Participate in (Re)Setting Instructional Focus Based on Observations and Other Data</li> <li>▶ Administrators and Teams Make Binding Commitments to Specific Actions for Instructional Practice and Support</li> </ul>