

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