Rubric for Leadership for Coherence

Criteria	Ineffective	Somewhat Effective	Effective	Highly Effective
Focusing Direction *Articulate the shared vision, goals, and strategy in a Continuous School Improvement (CSI) Plan.*	There is no vision, data analysis, or CSI Plan in place to focus direction. Decisions and resources reflect the status quo.	The vision is unclear, so there is limited guidance in the development and implementation of a Continuous School Improvement Plan. Data analysis is incomplete. The goals and strategies of the CSI Plan lack clarity, so are limited in guiding decision making and resource allocation.	A written vision and data analysis guide the development and implementation of a Continuous School Improvement Plan. The CSI Plan has goals and strategies for achieving the goals, that are used to guide most decision making and resource allocation.	A concise, well-articulated vision and data analysis drive the development and implementation of a Continuous School Improvement Plan. The CSI Plan has focused goals and strategies for achieving the goals, that are used to drive decision making and resource allocation.
Cultivating Collaborative Cultures *Maximize the use of learning communities that are committed to continuous improvement, collective responsibility, and family-school-community partnerships.*	Collaboration between and among educators occurs through formal structures without challenging "the way we do things around here." Inquiry is practiced inconsistently, and low levels of trust are reflected in an unwillingness to share practices and ideas. Learning data is seldom used.	There is an emerging collaborative culture in which educators are beginning to reflect on existing practices. There are some structures and processes for building vertical and horizontal relationships across the school. There are no coaches to support learning. Structure and resources to support collaboration is emerging, but may not always be focused, connected, or consistently used. Learning data is sometimes used during the inquiry cycles to focus decisions.	A culture of collaborative inquiry exists in which most educators reflect on, review, and adjust their practices. Through vertical and horizontal relationships, collaboration and trust are growing and practices are becoming more transparent. Learning coaches may be available, but could be used to fuller potential. The five essential questions guide most of the work of the learning communities. Learning data is used during the inquiry cycles to focus decisions.	A powerful culture of collaboration pervades the school, which supports the thinking, decision making, and learning of educators. The culture uses the group to change the group by fostering strong vertical and horizontal relationships that support innovation and risk taking, facilitated by coaches or communities of practice. Five essential questions drive the short- and long-term inquiry cycles of the learning communities: 1. Where are we going? 2. Where are we now? 3. How do we move learning forward? 4. What did we learn today? 5. Who benefited and who did not benefit? Learning data is systematically used during the inquiry cycles to focus decisions.

Deepening Learning *Develop structures and processes for professional learning that build the collective capacity of staff to support a culture of change.*	Capacity building support often focuses on individual needs and is not explicitly linked to building the collective capacity of staff.	The emerging collaborative culture is being developed around professional learning and collective capacity building. Professional learning opportunities exist, but are viewed as events not a sustained process.	School-level inquiry and learning involves teachers from all levels, who may also be collaborating across schools. Capacity building is designed based on teacher and student needs and is clearly focused on the knowledge and skills needed to mobilize and sustain teaching and learning.	Learning collaboratively is the norm and includes structures and processes to build collective capacity and improve learning outcomes. Capacity building focuses comprehensively and consistently on precision in pedagogical and content knowledge, and incorporates cycles of learning and application within and across the school.
Securing Accountability *Utilize internal and external assessments of programs and processes as part of data analysis for continuous school improvement.*	There is no plan for the measurement of continuous school improvement efforts. Learning communities and professional learning practices are not well articulated and are random in nature.	The measurement of continuous school improvement efforts is beginning to develop as learning communities and professional learning opportunities are organized. Learning communities are beginning to use internal and external assessments.	The measurement of continuous school improvement efforts is used by most of the school to guide the work of learning communities and professional learning opportunities. Metrics include internal as well as external assessments. Internal may include visional outcomes, missional outcomes, development and implementation of CSI Plan; external may include accreditation standards.	The measurement of the impact of continuous school improvement efforts is pervasive throughout the school and used to focus the work of learning communities and professional learning opportunities. Metrics include internal as well as external assessments. Internal may include visional outcomes, missional outcomes, development and implementation of CSI Plan; external may include accreditation standards.