Transformational Leader of the Year Rubric

Category	0- Absent	1- Emerging	2- Effective	3- Exemplary
Performance Management The school… a) Implements a systematic process of monitoring the effectiveness of their academic program based on data b) Focuses on continuous improvement of the academic program	No record of school review of teacher or program effectiveness exists. Professional development is **infrequent** and available in response to **compliance activities** rather than focusing on curriculum, instruction, assessment and data analysis.	The school fails to fully address the alignment of **curriculum, instruction, assessment** and **professional development** in its continuous improvement plan. The **professional development** of teachers and staff are **based on individual teacher interests or requests** rather than a response to student needs or program enhancement needs identified by student achievement data. Professional development is **primarily based on workshops; it does not include knowledge developed in collaborative teams and job embedded opportunities are not available**. Continuing education is not targeted to specific long-term institutional improvement.	The school creates a continuous improvement plan that **incorporates curriculum, instruction, assessment and professional development** to respond to students' needs. Teachers and staff **annually review the implementation and effectiveness of the plan** utilizing student and school achievement data. Teachers actively participate in giving input on areas of institutional improvement. The **school leadership values collaboration as a means of professional development,** encourages teachers to focus on student learning, and models the use of data driven decision making. **Teachers' professional development is based on identified needs** for instructional strategies, interventions or other program enhancements.	The school creates a continuous improvement plan that is regularly monitored and aligns high expectations for student and staff learning, effective instructional strategies and data analysis to monitor effectiveness. **School leadership has developed a Professional Learning Community** where there are clearly established **expectations for teacher collaboration**; a focus on student learning rather than teaching; and a results orientation which **requires that teachers and staff monitor student achievement results**. School staff engages in program development and modifications based on internal and external evaluation of student and school outcomes. **Staff development** is based on valid and reliable research; it is frequently **job embedded** and **aligns to student achievement**
Culture of High Expectations The school… commits to high academic expectations for all students and holds all staff and students accountable to high academic expectations	The school lacks a commitment to high achievement for all students. The school **focuses on teaching** rather than student learning. The school **does not monitor** evidence of student	The school's mission reflects high academic expectations for all students. The school has established goals and expectations for all students in at least reading, writing and math. The **school has begun to shift** its focus from teaching inputs to students'	The school's mission and **day to day behaviors** reflects **high academic expectations** for all students. The school has established goals and high expectations for all students in **all content areas.** The school **has shifted its focus** from teaching inputs to student learning	The school's mission and day to day behaviors reflects high academic expectations for all students that extend beyond graduation from the school. **All members** of the school community establish goals and create high expectations for student learning in all content areas, including **goals for closing**

	learning and it **fails to respond** to its data.	learning outcomes. However, the school **inconsistently monitors evidence** of student learning and **fails to utilize data effectively** for school improvement.	outcomes. The **school monitors evidence** of student learning to determine if sufficient progress is being achieved and holds staff and students accountable for student learning.	**achievement gaps**, when applicable. The focus of the school is student learning outcomes and data is monitored **frequently** to make adjustments to student outcomes. The school **staff and students hold themselves** accountable for student learning.
Teacher Retention Results The average percentage of teachers that are retained.	</=69%	70-79%	80-89%	90-100%
TOTAL SCORE				