

**Oklahoma State Department of Education
Office of Standards and Curriculum
Essential Elements Rubric**

Element 7, Indicator 7.1: <i>School leadership develops and sustains a shared vision.</i>			
7.1 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership has not developed a vision.	School leadership has developed a vision, but it is not shared with the staff.	School leadership has developed a vision and shared that vision with the staff.	School leadership has developed a vision and shared that vision with the staff.
School leadership seldom communicates the vision, mission, and/or belief statements with the staff (e.g., faculty meetings, agendas, school displays).	School leadership occasionally communicates the vision, mission, and/or belief statements with the staff (e.g., faculty meetings, agendas, school displays).	School leadership regularly and frequently communicates the vision, mission, and/or belief statements with the staff (e.g., faculty meetings, agendas, school displays).	School leadership frequently communicates the vision, mission, and/or belief statements with the staff and with other stakeholders in the community.
School leadership teams neither reinforce the vision, mission, and belief statements nor use them to guide decision making.	School leadership teams do not always reinforce the vision, mission, and belief statements and/or do not always use them to guide decision making.	School leadership teams continuously reinforce and support the vision, mission, and belief statements of the school and use them to guide decision making.	School leadership teams establish a systematic process to ensure that all decisions are regularly reviewed and considered for modification to sustain alignment with the vision, mission, and belief statements.
School leadership seldom focuses the staff on implementing the mission and belief statements by using the statements as a foundation for designing instruction.	School leadership occasionally focuses the staff on implementing the mission and belief statements by using the statements as a foundation for designing instruction.	School leadership focuses the staff on implementing the mission and belief statements by using the statements as a foundation for designing instruction.	School leadership teams focus the community on implementing the mission and belief statements by using them as a filter for school improvement initiatives.

**Oklahoma State Department of Education
Office of Standards and Curriculum
Essential Elements Rubric**

Element 7, Indicator 7.2: *School leadership makes decisions that are data-driven, collaborative, and focused on student academic performance.*

7.2 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership seldom analyzes student performance data and information from other sources and uses the results of that analysis to inform programmatic and academic decisions.	School leadership occasionally analyzes student performance data and information from other sources and uses the results of that analysis to inform programmatic and academic decisions.	School leadership regularly analyzes student performance data and information from other sources and uses the results of that analysis to inform programmatic and academic decisions.	School leadership team, in collaboration with the school staff members, regularly analyzes student performance data and information from other sources and uses the results of that analysis to inform programmatic and academic decisions.

**Oklahoma State Department of Education
Office of Standards and Curriculum
Essential Elements Rubric**

Element 7, Indicator 7.3: School administrators collaborate with district leadership to create a personal professional development plan that develops effective leadership skills.			
7.3 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Administrators do not have individual professional development plans.	Administrators have individual professional development goals, but a formal plan has not been developed and/or professional development does not include a focus on effective leadership skills designed to support teaching and learning.	All administrators have written formal individual professional development plans that focus on effective leadership skills designed to support teaching and learning.	All administrators have individual professional development plans that focus on effective leadership skills designed to support teaching and learning and have established a system of follow-up for learned strategies.
The district does not develop leadership initiatives such as coaching and mentoring for administrators.	The district develops leadership initiatives, but not all administrators participate and/or coaching/mentoring sessions are infrequent.	All administrators participate in leadership initiatives such as coaching and mentoring that meet frequently and regularly.	The district establishes a collaborative coaching/mentoring network to provide follow-up and support to each administrator for the effective implementation of the individual professional development goals and enhancement of leadership skills.
The individual professional development goals of administrators do not align with goals identified in the comprehensive school improvement plan.	Some professional development goals of administrators align with goals identified in the comprehensive school improvement plan.	The individual professional development goals of each administrator align with goals identified in the comprehensive school improvement plan.	The administrators of all schools in the district collaborate to develop individual professional development goals that support the improvement plans of the district and all of the schools.

**Oklahoma State Department of Education
Office of Standards and Curriculum
Essential Elements Rubric**

Element 7, Indicator 7.4: School leadership disaggregates data for use in meeting needs of diverse populations and communicates that data to staff.			
7.4 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership does not review the disaggregated student data.	School leadership reviews the disaggregated student data, but does not always identify targets and/or timelines for reducing gaps.	School leadership reviews the disaggregated student data to determine targets and timelines for reducing gaps.	School leadership reviews and compares the disaggregated data to determine targets and timelines for reducing gaps. School leadership regularly monitors and reports on the progress toward closing the gaps.
School leadership does not review disaggregated student data (e.g., economically disadvantaged, ethnicity, gender, IEP students) during the school improvement planning process.	School leadership reviews disaggregated student data (e.g., economically disadvantaged, ethnicity, gender, IEP students) during the school improvement planning process, but it is not used to identify goals and needs.	School leadership analyzes disaggregated student data (e.g., economically disadvantaged, ethnicity, gender, IEP students) as an integral part of the school improvement planning process and uses the results of that analysis to identify goals and needs.	School leadership uses analysis of disaggregated student data as an integral part of the school improvement planning process and uses it to identify goals and needs in order to revise the plan as necessary.
School leadership does not analyze data comparing academic achievement of population subgroups (e.g., economically disadvantaged, ethnicity, gender, IEP students).	School leadership analyzes data comparing academic achievement of population subgroups (e.g., economically disadvantaged, ethnicity, gender, IEP students), but does not use the results of data analysis to inform decision making.	School leadership analyzes data comparing academic achievement of population subgroups (e.g., economically disadvantaged, ethnicity, gender, IEP students) to inform decision making.	School leadership compares the academic achievement of population subgroups of the school with the academic achievement of comparable population subgroups in similar- and high-performing schools to inform decision making.

**Oklahoma State Department of Education
Office of Standards and Curriculum
Essential Elements Rubric**

Element 7, Indicator 7.7: School leadership provides effective organizational structures in order to allocate resources, monitor progress, and remove barriers to sustain continuous school improvement.			
7.7 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership seldom allocates resources (i.e., fiscal, human, physical, time) that align to the learning goals of the school.	School leadership occasionally allocates resources (i.e., fiscal, human, physical, time) that align to the learning goals of the school.	School leadership regularly allocates resources (i.e., fiscal, human, physical, time) that align to the learning goals of the school.	School leadership secures additional resources and/or reallocates funds to support the learning goals of the school and remove barriers to school improvement.
School leadership seldom allocates sufficient resources to support the learning goals of the school.	School leadership allocates sufficient resources to support the learning goals of the school, but resources are not equitably distributed.	School leadership allocates sufficient resources to support the learning goals of the school, and funds are equitably distributed.	School leadership equitably allocates sufficient resources and seeks additional resources to support learning goals and remove barriers to school improvement.
School leadership seldom monitors the instructional programs, organizational practices, and physical facilities of the school	School leadership monitors the instructional programs, organizational practices, and physical facilities of the school, but does not always make appropriate modifications to sustain continuous school improvement.	School leadership monitors and modifies the instructional programs, organizational practices, and physical facilities of the school, as needed, to sustain continuous school improvement.	School leadership establishes a committee to regularly monitor and review instructional programs, organizational practices and physical facilities, as needed, and make recommendations for change.

**Oklahoma State Department of Education
Office of Standards and Curriculum
Essential Elements Rubric**

Element 7, Indicator 7.5: School leadership ensures all instructional staff has access to curriculum-related materials and has received training in the effective use of curricular and data resources.

7.5 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership does not provide staff members with curriculum-related materials documents (e.g., curriculum guides) nor training on how to use them.	School leadership has provided staff members with access to curriculum-related materials documents (e.g., curriculum guides), but has provided limited training on ways to effectively use the documents.	School leadership ensures that staff members have access to curriculum-related materials and are trained to effectively use the documents (e.g., curriculum guides).	School leadership sets the expectations that curriculum-related materials are integrated into instruction (e.g., math manipulatives, technology support).
School leadership does not provide staff members with data resources (e.g., test scores, attendance, referrals) nor training on how to use them.	School leadership has provided staff members with access to data resources (e.g., test scores, attendance, referrals), but has provided limited training on ways to	School leadership ensures that staff members have access to data resources and are trained to effectively use the data (e.g., test scores, attendance, referrals).	School leadership sets the expectations that teachers use data to inform instruction and set goals.

**Oklahoma State Department of Education
Office of Standards and Curriculum
Essential Elements Rubric**

Element 7, Indicator 7.6: School leadership ensures that instructional time is protected and allocated to focus on curricular and instructional issues, including adding time to the school day as necessary.

7.6 Rubric

1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership has no written policies or procedures to protect instructional time.	School leadership establishes written policy and procedures to minimize disruptions of instructional time, but the policies and/or procedures are not fully implemented.	School leadership fully implements the written policy and procedures to minimize disruptions of instructional time.	School leadership and staff members collaborate to develop written policies and procedures to minimize disruptions to instructional time and share the responsibility of implementation.
School leadership does not provide structure or support for staff members to use time as a resource.	School leadership provides limited structure and support for staff members to use time as a resource to provide quality instruction and maximize student learning.	School leadership provides the necessary structure and support for staff members to use time as a resource to provide quality instruction and maximize student learning.	School leadership and all other staff members collaborate to design the necessary structure and support that allows time to be a resource to provide quality instruction and maximize student learning.

**Oklahoma State Department of Education
Office of Standards and Curriculum
Essential Elements Rubric**

Element 7, Indicator 7.8: School leadership provides organizational policies and resources necessary for implementation and maintenance of a safe and effective learning environment.			
7.8 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership provides few school/ district guidelines or policies conducive to a supportive, safe, healthy, orderly, and equitable learning and working environment.	School leadership establishes guidelines or policies and procedures that provide a supportive, safe, healthy, orderly, and equitable learning and working environment, but the guidelines or policies and procedures are either not fully implemented or are not sustained.	School leadership fully implements guidelines and policies and procedures that maintain a supportive, safe, healthy, orderly, and equitable learning and working environment.	The school leadership regularly evaluates the adopted guidelines or policies and modifies as necessary. School leadership monitors implementation of procedures to ensure that a supportive, safe, healthy, orderly, and equitable learning and working environment is maintained for both students and staff members.
School leadership does not allocate resources for facilities or equipment to support a safe and effective learning environment.	School leadership allocates some resources for facilities and equipment to support a safe and effective learning environment.	School leadership allocates sufficient resources to provide quality facilities and equipment to support a safe and effective learning environment.	School leadership collaborates with community stakeholders to obtain additional funding to provide extraordinary facilities and equipment to enhance a safe and effective learning environment.

**Oklahoma State Department of Education
Office of Standards and Curriculum
Essential Elements Rubric**

Element 7, Indicator 7.9: School leadership provides processes for development and implementation of school policies based on a comprehensive needs assessment.			
7.9 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership does not ensure that staff members are familiar with existing policies (e.g. uninterrupted class time, professional learning community time, and extended day programs).	School leadership provides information to staff, but does not ensure staff members have working knowledge of all existing school policies (e.g., uninterrupted class time, professional learning community time, and extended day programs).	School leadership provides information to staff, and ensures staff members have a working knowledge of all existing school policies (e.g., uninterrupted class time, professional learning community time, and extended day programs).	School leadership ensures staff members are knowledgeable of existing school policies and receive support and training in the implementation of the policies.
School leadership does not disseminate policies and procedures to students, staff, and families.	School leadership disseminates policies and procedures to students, staff, and families, but information is not in an understandable and uniform format and/or not always provided in a language parents can understand.	School leadership disseminates policies and procedures to students, staff, and families in an understandable and uniform format and in a language parents can understand.	School leadership disseminates policies and procedures in multiple ways to students, staff, and families in an understandable and uniform format and in a language parents can understand.
School leadership does not review nor revise school site policies based on a comprehensive needs assessment.	School leadership reviews but rarely revises school site policies based on a comprehensive needs assessment.	School leadership regularly reviews and revises school site policies based on a comprehensive needs assessment.	School leadership establishes a site committee with all stakeholder groups to regularly review policies and procedures and make recommendations for necessary revisions based on a comprehensive needs assessment.

**Oklahoma State Department of Education
Office of Standards and Curriculum
Essential Elements Rubric**

Element 7, Indicator 7.10: <i>School leadership uses the indicators identified in the areas of academic performance, learning environment, and collaborative leadership to assess school needs.</i>			
7.10 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership rarely engages staff members in discussions about student academic performance.	School leadership occasionally engages staff members in discussions about student academic performance.	School leadership regularly engages staff members in conversations focused on student academic performance.	School leadership schedules regular meetings to discuss student academic performance with staff members.
School leadership rarely focuses faculty meetings on improved student performance.	School leadership occasionally focuses faculty meetings on improving student academic performance.	School leadership regularly focuses faculty meetings on improving student academic performance.	School leadership works with staff members to create a supportive, safe, orderly, equitable, and healthy learning environment for teachers and students that will be sustained and advanced.
School leadership does not create a supportive learning environment.	School leadership works with staff members to create a supportive environment for teachers and students, but the effort is not sustained.	School leadership works with staff members to sustain a supportive, safe, orderly, equitable, and healthy learning environment for teachers and students.	School leadership works with staff members to create a supportive, safe, orderly, equitable, and healthy learning environment for teachers and students that will be sustained and advanced.
School leadership does not demonstrate skills in collaborative leadership.	School leadership provides minimal organizational direction, but does not develop distributed leadership capacity.	School leadership provides organizational direction, develops distributed leadership capacity in order to support high student and staff performances.	School leadership provides organizational direction and establishes distributed leadership in the school at such high levels that school improvement will be sustained and advanced.

**Oklahoma State Department of Education
Office of Standards and Curriculum
Essential Elements Rubric**

Element 7, Indicator 7.11: School leadership uses knowledge and interpersonal skills to work with teachers as they define curricular and instructional goals.

7.11 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership has limited knowledge of curriculum planning and/or instructional techniques to work with teachers as they define curricular and instructional goals.	School leadership has some knowledge of curriculum planning and/or instructional techniques to work with teachers as they define curricular and instructional goals.	School leadership has sufficient knowledge of curriculum planning and/or instructional techniques to work with teachers as they define curricular and instructional goals.	School leadership has sufficient knowledge of curriculum planning and/or instructional techniques yet continually seeks new knowledge to work with teachers as they define curricular and instructional goals.
School leadership has less than adequate interpersonal skills to work with teachers as they define curricular and instructional goals.	School leadership has adequate interpersonal skills but does not always apply them to work with teachers as they define curricular and instructional goals.	School leadership has adequate interpersonal skills and consistently applies them to work with teachers as they define curricular and instructional goals.	School leadership uses positive interpersonal skills to motivate teachers as they define and implement curricular and instructional goals.
School leadership seldom takes an active role in the professional learning communities and monitors implementation of strategies recommended by professional learning communities.	School leadership occasionally takes an active role in the professional learning communities and monitors implementation of strategies recommended by professional learning communities.	School leadership takes an active role in the professional learning communities and monitors implementation of strategies recommended by professional learning communities.	

**Oklahoma State Department of Education
Office of Standards and Curriculum
Essential Elements Rubric**

Element 7, Indicator 7.12: School leadership promotes distributed leadership, encouraging multiple roles for teacher leaders.			
7.12 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership discourages input from teacher leaders and staff members.	School leadership accepts minimal input and/or does not act upon recommendations of teacher leaders and staff members.	School leadership encourages input and regularly acts on recommendations of teacher leaders and staff members.	School leadership establishes a formal process to seek input and implementing recommendations of teacher leaders and staff members.
School leadership does not utilize the role of teacher leaders (mentors, department chairs, peer coaches, vertical/grade level team leaders) to accomplish school goals.	School leadership utilizes the role of teacher leaders (mentors, department chairs, peer coaches, vertical/grade level team leaders) in a limited capacity to accomplish school goals.	School leadership utilizes teacher leaders (mentors, department chairs, peer coaches, vertical/grade level team leaders) and regularly seeks input when making decisions to accomplish school goals.	School leadership utilizes teacher leaders and gives them decision-making responsibilities to accomplish school goals.
School leadership rarely recognizes or assesses strengths of staff members as possible teacher leaders.	School leadership assigns leadership roles without assessing the strengths of possible teacher leaders.	School leadership assesses strengths of possible teacher leaders and appropriately assigns roles to accomplish school goals.	School leadership assesses strengths of possible teacher leaders, provide professional development opportunities, and create challenging leadership roles to accomplish school goals.

**Oklahoma State Department of Education
Office of Standards and Curriculum
Essential Elements Rubric**

Element 7, Indicator 7.13: School leadership collaborates with district leadership to develop strategies and skills to implement and sustain required organizational change.			
7.13 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School and district leadership rarely collaborates to assess the needs of the individual site(s).	School and district leadership collaborate to assess the needs of the individual site(s), but sometimes disregard the data.	School and district leadership collaborate to assess the needs of the individual site(s) and use the data to develop strategies to implement and sustain required organizational change.	School and district leadership collaboratively collect and analyze longitudinal data relative to organizational change for future decision making.
School leadership acts in isolation to develop strategies and skills (e.g., master schedules, grade/school transitions, academies, teams) to implement and sustain required organizational change.	School leadership communicates with district leadership to develop strategies and skills (e.g., master schedules, grade/school transitions, academies, teams) to implement and sustain required organizational change but fails to implement change.	School leadership collaborates with district leadership to develop strategies and skills (e.g., master schedules, grade/school transitions, academies, teams) to implement and sustain required organizational change.	School and district leadership collaborate to clearly communicate the strategy for change to all stakeholders, implement the strategy, and a plan to sustain the change.

**Oklahoma State Department of Education
Office of Standards and Curriculum
Essential Elements Rubric**

Element 7, Indicator 7.14: School leadership identifies expectations and recognizes accomplishments of faculty and staff.			
7.14 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership rarely identifies or communicates expectations to faculty and staff members.	School leadership identifies expectations, but does not communicate and/or consistently support them.	School leadership identifies and consistently supports expectations to faculty and staff members.	School leadership identifies expectations and collaborates with faculty and staff members to promote schoolwide adherence.
School leadership rarely recognizes or celebrates accomplishments of faculty and staff members (e.g., school publications, announcements).	School leadership inconsistently recognizes or celebrates accomplishments of faculty and staff members (e.g., school publications, announcements).	School leadership consistently recognizes and celebrates accomplishments of faculty and staff members (e.g., school publications, announcements).	School leadership consistently recognizes and celebrates accomplishments of faculty and staff members within and beyond the school environment (e.g., marquee, newspaper, bulletin board).