NEWARK PUBLIC SCHOOLS LEADERSHIP FRAMEWORK

1. Management and Coaching of Instructional Staff: Effectively develops and manages talent to improve instruction.				
Indicator	**Highly Effective**	**Effective**	**Partially Effective**	**Ineffective**
1a. Evaluation Aligned to the district's Evaluation Frameworks. *Synthesizes evidence to provide an accurate assessment of employee's performance towards student mastery.*	Accurately assesses all staff's performance. Consistently describes performance over time in a concise, evidence-based narrative tied to student mastery.	Accurately assesses most staff's performance. Frequently describes performance over time in a concise, evidence-based narrative tied to student mastery.	Assesses some staff's' performance accurately. Uses evidence to describe performance over time but evidence is uneven in precision and capture of ties to student mastery.	Rarely assesses staff's performance accurately or rarely describes performance over time in an evidence-based narrative. Few evaluations are tied to student mastery.
1b. Tailored Feedback and Coaching Aligned to the District's Evaluation Framework. *Gathers data and provides timely, actionable feedback and coaching aligned to expectations for effective teaching.*	Consistently provides timely, tailored, iterative, and bite-sized feedback and coaching on quality of instruction that is aligned with expectations in the district's frameworks, is informed by multiple data sources (e.g. IPDP, CAP, etc.) and ensures teacher growth. Communicates feedback in a way that builds from teacher strengths and elicits teacher thinking and ownership over his/her development.	Frequently provides timely, tailored, iterative, and bite-sized feedback and coaching on quality of instruction that is aligned with expectations in the district's frameworks, is informed by multiple data sources (e.g. IPDP, CAP, etc.), and ensures teacher growth.	Frequency of feedback and coaching is inconsistent or extensive time passes between observation and reception of feedback. Feedback is sometimes aligned with expectations in the district's frameworks. Coaching occasionally ensures teacher growth.	Rarely provides timely, tailored, iterative, or bite-sized feedback and coaching on the quality of instruction or feedback is not aligned with expectations in the district's frameworks. Does not use data from multiple sources. Coaching does not result in teacher growth.
1c. Coaching and Development. *Invests in the on-going growth and development of adults to improve student learning.*	Employs effective and differentiated strategies in individual and group professional development that demonstrate knowledge of adult learning. Individual and group professional development results in the growth of all staff as a group and as individuals.	Employs effective and differentiated strategies in individual and group professional development that demonstrate knowledge of adult learning.	Inconsistently employs effective strategies in individual or group professional development. Strategies are not consistently differentiated or do not reflect knowledge of adult learning.	Ineffectively employs strategies for individual or group professional development. Strategies are not differentiated or do not reflect knowledge of adult learning.
1d. Differentiated Management. *Strategically retains effective staff,, anticipates openings and implements a rigorous selection and hiring process.*	Leverages systems to select, hire, and support effective teachers. Maximizes staff strengths and skills by strategically placing them in roles that will best support student learning. Develops or manages out ineffective staff. Develops strategies to retain high performing staff.	Leverages systems to select, hire, and support effective teachers. Maximizes staff strengths and skills by strategically placing them in roles that will best support student learning. Develops or manages out ineffective staff.	Leverages systems to select, hire, and support teachers, but does not differentiate to focus on effective teachers. Sometimes develops or manages out ineffective staff.	Leverages ineffective or no systems to select, hire, support or retain staff. Develops or manages out few staff or inappropriately uses the budget process to move out ineffective teachers. Does not recognize effective staff.
Overall Rating based on preponderance of	**Highly Effective** **4**	**Effective** **3**	**Partially Effective** **2**	**Ineffective** **1**

2. Curriculum, Assessment and Instruction: Effectively uses curriculum and assessment tools to advance Common Core-aligned instruction.				
Indicator	Highly Effective	Effective	Partially Effective	Ineffective
2a. Promote Common Core Mastery. *Demonstrates a high-level knowledge of the Common Core Standards, and ensures school-wide focus on the standards.*	Demonstrates a deep understanding of student mastery of Common Core Standards. Fosters a school-wide focus on the mastery of these standards. Nearly all teachers demonstrate knowledge of what it takes to attain mastery of these standards and use effective tools to ensure students meet standards.	Demonstrates an understanding of student mastery of Common Core Standards, fosters a school-wide focus on the mastery of these standards, and ensures effective tools, systems and supports are in place to help students meet these standards.	Demonstrates a limited understanding of student mastery of Common Core Standards with limited attempt to foster a school-wide focus on the mastery of these standards. Some tools, systems and supports are in place to meet those standards, but they are of inconsistent effectiveness.	Does not demonstrate an understanding of student mastery of Common Core Standards or does not attempt to foster a school-wide focus on the mastery of these standards. Limited or no tools, systems and supports are in place to meet those standards.
2b. High-Quality, Grade-Level Materials. *Ensures rigorous curricular materials, text and instructional strategies are aligned with Common Core and with each other.*	Ensures effective use of texts, supplemental resources and curricular adaptations to support Common Core-aligned instruction. Facilitates collaboration with other school teams to ensure rigor and alignment across the district.	Ensures effective use of texts, supplemental resources, and curricular adaptations to support Common Core-aligned instruction.	Inconsistently ensures effective use of texts, supplemental resources, and curricular adaptations.	Does not supplement or make adaptations to curriculum or adaptations are not supportive of Common Core-aligned instruction.
2c. Planning Aligned to Common Core Mastery. *Implements building-wide systems to ensure teachers are creating effective unit and lesson plans aligned to each other and to best-in-class resources.*	Ensures effective processes for Common Core-aligned unit and lesson planning are in place and used school-wide. All teachers share plans and systems for unit and lesson planning.	Ensures effective processes for Common Core-aligned unit and lesson planning are in place and used school-wide.	Inconsistently ensures processes for Common Core-aligned unit and lesson planning are in place. Systems may not be used consistently school-wide or may be of varying effectiveness.	Does not ensure or use processes for Common Core-aligned unit and lesson planning or systems are ineffective.
2d. Measures for Common Core Mastery. *Ensures high quality, effective tools to assess and monitor student mastery of CCSS.*	Consistently engages teacher teams in data cycles of assessment that result in adjustments to instruction. Tracks progress to student mastery through analysis of assessment data. Employs a variety of tools to assess and monitor student mastery.	Frequently engages teacher teams in data cycles of assessment that result in adjustments to instruction. Tracks progress to student mastery through analysis of assessment data.	Sometimes engages teacher teams in data cycles of assessment. Does not always ensure adjustments are made in response to data. Irregularly tracks progress to student mastery through analysis of assessment data.	Does not engage teacher teams in data cycles of assessment. Does not or inconsistently tracks progress to student mastery through analysis of assessment data. Adjustments are not made in response to data.
2e. Academic Interventions. *Designs and implements differentiated academic interventions.*	Uses data to identify and support interventions for all students, whether or not they are making progress. Consistently employs strengths-based interventions.	Uses data to identify and support interventions for most students, whether or not they are making progress. Frequently employs strengths-based interventions.	Uses data to identify and support interventions for some students, whether or not they are making progress. Sometimes employs strengths-based interventions.	Uses data to identify and support interventions for few or no students. Rarely employs strengths-based interventions.
2f. Literacy Centered. *Implements literacy driven instruction in every classroom to ensure all students are reading, writing, thinking and speaking at high levels.*	Implements a school-wide literacy strategy that integrates reading and writing instruction into nearly all lessons across all content areas. All teachers incorporate reading and writing that improves student literacy skills.	Implements a school-wide literacy strategy that integrates reading and writing instruction into most lessons across most content areas. Most teachers incorporate reading and writing that improves student literacy skills.	Implements a school-wide literacy strategy that integrates reading and writing instruction into some lessons across some content areas. Some teachers incorporate reading and writing that improves student literacy skills.	Does not implement a school-wide literacy strategy or implements one that integrates reading and writing instruction into few lessons across few content areas. Few teachers incorporate rating and writing that improves student literacy skills.
Overall Rating based on preponderance of evidence	**Highly Effective** **4**	**Effective** **3**	**Partially Effective** **2**	**Ineffective** **1**

3. Student and Family Support: Supports students' academic, social and emotional growth.				
Indicator	**Highly Effective**	**Effective**	**Partially Effective**	**Ineffective**
3a. Safe and Strengths-Based Culture. *Creates a safe and positive learning environment where interventions are proactive and strengths-based.*	Staff implements positive behavior interventions, based on an understanding of child and adolescent development. Learning theories promote accountability and restorative justice. Staff promotes a student culture based on shared norms for social behavior that ensures rigorous learning.	Regularly engages staff to implement positive behavior interventions, based on an understanding of child and adolescent development and learning theories that promote accountability and restorative justice.	Sometimes engages staff to implement positive behavior interventions. Interventions are sometimes based on an understanding of child and adolescent development and learning theories or inconsistently promote accountability and restorative justice.	Rarely engages staff to implement positive behavior interventions. Interventions are rarely based on an understanding of child and adolescent development and learning theories or do not promote accountability and restorative justice.
3b. Family Engagement Around Supporting Growth. *Engages regularly with families about student growth and progress.*	Regularly and consistently partners and ensures staff partners with families to engage in dialogue about student progress. Builds and leverages family-based knowledge, skills and resources to support student growth.	Frequently partners and ensures staff partners with families to engage in dialogue about student progress. Builds and leverages family-based knowledge, skills and resources to support student growth.	Sometimes partners and ensures staff partners with families to engage in dialogue about student progress. Sometimes builds and leverages family-based knowledge, skills and resources to support student growth.	Rarely partners or does not ensure staff partners with families to engage in dialogue about student progress. Partnerships do not reach all families or result in low levels of engagement from families.
3c. Student Efficacy. *Promotes student ownership of learning and social and emotional goals and facilitates student leadership and development.*	Consistently promotes student ownership of learning. With student input, creates opportunities for student leadership and development. Supports clear social and emotional learning goals and implements a plan to support students in achieving mastery.	Frequently promotes student ownership of learning, creates opportunities for student leadership and development, supports clear social and emotional learning goals, and implements a plan to support students in achieving mastery.	Sometimes promotes student ownership of learning. Creates limited opportunities for student leadership and development. Creates a plan to support students in achieving mastery, but implements that plan inconsistently.	Rarely promotes student ownership of learning. Rarely or does not create opportunities for student leadership and development. Rarely supports social and emotional learning goals. Does not create a plan to support students in achieving mastery.
3d. Student Interests. *Provides access to comprehensive, balanced programming that appeals to students' academic and non-academic interests.*	Ensures access to activities that appeal to diverse, individual student interests. Ensures programming is comprehensive and balanced and aligned to both academic and non-academic interests. Students take an active role in identifying and supporting activities.	Ensures access to activities that appeal to diverse, individual student interests. Ensures programming is comprehensive and balanced, aligned to both academic and non-academic interests.	Provides limited access to activities, or activities may not appeal to diverse student interests. Not all activities may be aligned with students' academic or non-academic interests.	Does not provide access to activities that appeal to student interests, or does not ensure access to activities that meet students' academic and non-academic interests.
3e. Inclusive Practices. *Ensures students are served in the least restrictive environment.*	Consistently ensures relentless support of all students, serving them in the least restrictive environment with a focus on strengths-based, non-punitive practices.	Ensures relentless support of most students, serving them in the least restrictive environment with a focus on strengths-based, non-punitive practices.	Ensures support of some students, serving them in the least restrictive environment with a limited focus on strengths-based, non-punitive practices.	Rarely ensures support of students, inconsistently serving them in the least restrictive environment, lacking a focus on strengths-based, non-punitive practices.
Overall Rating based on preponderance of evidence	**Highly Effective** **4**	**Effective** **3**	**Partially Effective** **2**	**Ineffective** **1**

4. Transformational Leadership: Maintains relentless focus on improving student outcomes through planning, relationships, and personal responsibility.				
Indicator	**Highly Effective**	**Effective**	**Partially Effective**	**Ineffective**
4a. Personal Responsibility and Relentless Drive for Achievement. *Demonstrates resiliency in the face of obstacles and results-orientation in improving student outcomes.*	Demonstrates on-going persistence and relentless focus to improve student outcomes. Continuously calibrates and adjusts approach to reach goals. Achieves majority of school goals.	Treats most challenges as opportunities and takes responsibility for student outcomes. Innovates and adjusts when plans have not proved successful.	Responds constructively to some disappointing moments, but has inconsistent persistence for on-going challenges. Sometime loses focus on student outcomes or does not adjust plans regularly.	Demonstrates defeatist reactions to challenges. Allows disappointments or failures to take focus away from student outcomes. Does not adjust plans when unsuccessful.
4b. Strategic Thinking. *Creates a plan and develops systems to track priorities with measurable targets. Makes strategic decisions to advance goals.*	Effectively breaks annual goals into milestones and maps action plans to milestones. Consistently adapts strategy and thinking based on progress toward weekly and monthly milestones. Uses multiple sources of data to align, manage, and modify goals and resources.	Effectively breaks annual goals into milestones and maps action plans to milestones. Adapts strategy and thinking based on progress toward weekly and monthly milestones.	Breaks annual goals into milestones and maps action plans to milestones. Sometimes adapts strategy and thinking based on progress toward weekly and monthly milestones.	Does not or ineffectively breaks annual goals into milestones and maps action plans to milestones. Rarely adapts strategy and thinking based on progress toward weekly and monthly milestones.
4c. Adult Alignment. *Ensures all adults are aligned to a clear shared mission build and advance school' goals and core values.*	Creates a clear mission and collaborative school culture of shared responsibility for school goals, with all staff aligned to goals and core values. Develops strategic partnerships with high-quality community partners to support the school's vision for student mastery.	Creates a clear mission and collaborative school culture of shared responsibility for school goals, with most staff aligned to goals and core values. Develops strategic partnerships with high-quality community partners to support the school's vision for student mastery.	School mission is not clear and only some staff are aligned to a collaborative school culture of shared responsibility for school goals and core values. Sometimes develops strategic partnerships with high-quality community partners to support the school's vision for student mastery.	School mission is not clear and does not create a collaborative school culture of shared responsibility for school goals or core values. Staff are not aligned to goals. Rarely develops strategic partnerships with high-quality community partners to support the school's vision for student mastery or invests in partnerships that do not further the school's vision.
4d. Change Management. *Demonstrates an understanding of change processes and manages change effectively.*	Implements and prioritizes changes to improve student mastery. Effectively tailors approach to address multiple reactions and to support staff through change. Is successful at leading all staff and students through change initiatives. Strategically makes tough decisions to manage the change process.	Implements and prioritizes changes to improve student mastery. Effectively tailors approach to address multiple reactions and to support staff through change. Is successful at leading most staff through change initiatives.	Implements and prioritizes changes to improve student mastery. Sometimes tailors approach to address multiple reactions, with mixed results. Sometimes makes tough decisions to manage the change process.	Makes minimal effort to implement changes to improve student mastery. Rarely tailors approach to address multiple reactions or to support staff through change. Does not make tough decisions to manage the change process.
Overall Rating based on preponderance of evidence	**Highly Effective** **4**	**Effective** **3**	**Partially Effective** **2**	**Ineffective** **1**

5. Organizational Leadership: Implements systems and processes to effectively manage operations				
Indicator	**Highly Effective**	**Effective**	**Partially Effective**	**Ineffective**
5a. Quality and Management of Teams. *Manages a cabinet or teams to meet student mastery goals.*	Ensures the right people are in Cabinet or team positions, and that they are empowered to lead in their assigned area. Creates mechanisms for collaboration towards shared goals.	Ensures that the right people are in Cabinet or team positions, and that they are empowered to lead in their assigned area or position.	Ensures that the right people are in Cabinet or team positions, but systems do not always encourage collaboration. Cabinet or team members are sometimes empowered to lead, with mixed results.	Cabinet or team members make minimal contributions to the school's goals. Systems limit collaboration or systems do not exist. Feedback is rarely shared.
5b. Organizational Systems *Employs organizational systems to implement plans towards achievement goals.*	Develops systems to effectively monitor goals and manage staff, time and operational priorities. Systems support forecasting of challenges.	Develops systems to effectively monitor goals and manage staff, time and operational priorities.	Develops some systems to monitor goals and manage staff, time and operational priorities. The systems are sometimes effective.	Develops no systems or ineffective systems to monitor goals and manage staff, time and operational priorities.
5c. Communication and Interpersonal Skills. *Listens and communicates effectively and strategically based on the situation, audience and needs.*	Builds rapport with stakeholders and staff by listening, tailoring all messages, and ensuring ideas are understood. Manages nearly all conflicts to positive resolution. Works to transform disagreement and dissent into opportunities for mutual gain.	Builds rapport with stakeholders and staff by listening, tailoring most messages, and ensuring ideas are understood. Manages most conflicts to positive resolution and does not avoid difficult conversations.	Builds rapport with stakeholders and staff by listening, tailoring some messages, and ensuring ideas are understood. Manages some conflicts to positive resolution but sometimes avoids difficult conversations.	Infrequently builds rapport with stakeholders and staff by listening, tailoring messages, and ensuring ideas are understood. Unsuccessfully manages conflicts or avoids difficult conversations. Messages are not differentiated or do not reach the intended audience.
5d. Data Transparency. *Uses and shares data to support students.*	Consistently collects and uses qualitative and quantitative data to support student academic and social emotional growth. Works with staff to translate and share data in a format that ensures student and family access and understanding. Facilitates school-wide review and reflection of data to evaluate effectiveness of strategies.	Frequently collects and uses qualitative and quantitative data to support student academic and social emotional growth. Works with staff to translate and share the data in a format that ensures student and family access and understanding.	Sometimes collects and uses qualitative and quantitative data to support student academic and personal growth. Infrequently works with staff to translate and share the data. Data is not consistently shared in a format that ensures student and family access and understanding.	Rarely collects and uses qualitative and quantitative data to support student academic and social emotional growth. Inconsistently works with staff to translate and share the data. Data does not ensure student and family access and understanding.
Overall Rating based on preponderance of evidence	**Highly Effective** **4**	**Effective** **3**	**Partially Effective** **2**	**Ineffectiv e 1**