

Quality Indicator 5: Effective School Leadership and Resource Management

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. We believe that the leaders of a school play a critical role in this success: supporting students, nurturing and guiding teachers, and empowering families and the community – thriving together as a full service community school.

“Effective School Leadership & Resource Management” happens when school leaders work together to build a vision of quality and equity, guiding the efforts of the school community to make this vision a reality. Leaders focus the school community on instruction, enabling positive academic and social-emotional outcomes for every student. Leaders guide the professional development of teachers and create the conditions within which teachers and the rest of the community engage in ongoing learning. These leaders manage people, funding, time, technology, and other materials effectively to promote thriving students and build robust, sustainable community schools.

This rubric enables schools to self-assess against the quality school leadership standards, based on evidence from a range of sources. In addition, the Quality Accountability and Analytics office, other central office personnel, and coaches will interact around this rubric to develop growth plans and support schools’ ongoing development. The unit of analysis for this rubric is the school, not individuals within the school. A separate tool guides the development of individual leaders, based upon OUSD’s Leadership Dimensions. This rubric will not be used for the evaluation of school leaders.

Undeveloped	There was little evidence found that the school has implemented the practice(s) and/or build the conditions described in the standard.
Beginning	There was some evidence found that the school has implemented the practice(s) and/or build the conditions described in the standard.
Developing	There was substantial evidence found that the school has implemented the practice(s) and/or build the conditions described in the standard.
Sustaining	There was strong and consistent evidence found that the school has implemented the practice(s) and/or build the conditions described in the standard.
Refining	There was strong and consistent evidence found that the school has implemented the practice(s) and/or build the conditions described in the standard, and the school has implemented systems to review and improve these practices/conditions.

Definitions

Leaders: Principals are the primary leaders of their schools; some schools have assistant principals, coaches, and/or teachers who also have formal roles as leaders. In addition, every member of a school community has opportunities to function as a leader, depending on the school’s needs and the individual’s specific skills.

School Staff: Staff includes the principal, other administrators, and teachers (certificated), as well as other adults who work in the school (classified).

School Community: The community includes school staff, students, students’ families, individuals from the neighborhood, community-based organizations, and support providers who are associated with the school.

Leadership Groups: Schools have a variety of groups that provide guidance for and make decisions regarding the school. All schools have school site councils (SSCs) that are responsible for strategic planning, and many schools have additional structures, such as an *Instructional Leadership Team*, which guide and support the ongoing work of the school.

Quality Indicator 5: Effective School Leadership and Resource Management

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 4:</p> <p>Vision Driven</p> <p><i>A quality school has leadership which ensures that the school's shared vision is focused on student learning, grounded in high expectations for all students, and guides all aspects of school life.</i></p>	<p>There is little evidence of the standard as described in the "Sustaining" column.</p>	<p>There is some evidence of the standard as described in the "Sustaining" column.</p>	<p>There is substantial evidence of the standard as described in the "Sustaining" column.</p>	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> a. The school's vision is focused on student learning and high expectations for all students. b. The school's vision guides all aspects of the school's programs and activities. c. The school's leadership engages all constituents in aligning their efforts to the vision. d. Members of the school community are knowledgeable about and committed to the vision. e. School leaders consistently act on core beliefs which reflect the vision and mission. 	<p>There is strong and consistent evidence of this standard as described in the "Sustaining" column.</p> <p>In addition, the school has implemented systems to review and improve the practices that ensure that all aspects of the school are guided by the shared vision, focused on student learning and high expectations for all.</p>

Quality Indicator 5: Effective School Leadership and Resource Management

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 5: Focused on Equity</p> <p><i>A quality school has leadership that creates and sustains equitable conditions for learning and advocates for interrupting patterns of historical inequities.</i></p>	<p>There is little evidence of the standard as described in the “Sustaining” column.</p>	<p>There is some evidence of the standard as described in the “Sustaining” column.</p>	<p>There is substantial evidence of the standard as described in the “Sustaining” column.</p>	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> a. The school leadership consistently articulates the need to interrupt patterns of inequities. b. School leadership guides the development and quality of services that support all students to have equal access to learning (including academic, social-emotional, health, family well-being, adult attitudes, etc). c. The school staff consistently engages in practices that interrupt patterns of inequity. d. The school staff frequently collects and analyzes learning data by subgroup in order to monitor and adjust practices designed to interrupt patterns of inequity. e. The school staff has implemented programs to address specific subgroup needs based on their learning data. f. Resources are used to meet the needs of all students equitably: staffing, technology, materials, space, etc. g. School leadership fosters an ongoing dialogue among school and community constituents across race, class, age, and school and community to engage in bold change to achieve equitable school results. h. School leadership acts in concert with allies to systematically address inequities; help others navigate the system and remove or circumvent institutional barriers to student opportunity and achievement. 	<p>There is strong and consistent evidence of this standard as described in the “Sustaining” column.</p> <p>In addition, the school has implemented systems to review and improve the practices that ensure that the leadership is focused on equity.</p>

Quality Indicator 5: Effective School Leadership and Resource Management

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 6: Supports the Development of Quality Instruction <i>A quality school has leadership that guides and supports the development of quality instruction across the school to ensure student learning.</i></p>	<p>There is little evidence of the standard as described in the “Sustaining” column.</p>	<p>There is some evidence of the standard as described in the “Sustaining” column.</p>	<p>There is substantial evidence of the standard as described in the “Sustaining” column.</p>	<p>There is strong and consistent evidence that the leadership of the school (principal, specialists, ILT, etc.):</p> <ul style="list-style-type: none"> a. Guides, monitors, and supports curricular choices and interventions based on expected student learning outcomes and the school vision. b. Guides, monitors, and supports instructional practices that engage all students in high quality learning, are aligned with the school vision. c. Ensures that there is adequate professional learning, coaching, and supervision to develop quality instruction across the school. 	<p>There is strong and consistent evidence of this standard as described in the “Sustaining” column.</p> <p>In addition, the school has implemented systems to review and improve the practices that ensure the development of quality instruction across the school to ensure student learning.</p>

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 9: Culture of Mutual Accountability: Collaboratively develops outcomes & monitors progress <i>A quality school has leadership which collaboratively develops outcomes, monitors progress, and fosters a culture of mutual accountability.</i></p>	<p>There is little evidence of the standard as described in the “Sustaining” column.</p>	<p>There is some evidence of the standard as described in the “Sustaining” column.</p>	<p>There is substantial evidence of the standard as described in the “Sustaining” column.</p>	<p>There is strong and consistent evidence that:</p> <ul style="list-style-type: none"> a. The school staff has developed clear student outcomes and goals for learning and behavior. b. The school staff has developed clear professional expectations and goals for staff. c. The school staff monitors students’ progress. d. The school staff monitors staff expectations. e. The school staff follows clear processes and procedures to hold themselves accountable to one another and the goals and expectations. f. There is a culture of mutual accountability within the staff – staff members have productive difficult conversations that continually improve their collaboration and work with students and families. 	<p>There is strong and consistent evidence of this standard as described in the “Sustaining” column.</p> <p>In addition, the school has implemented systems to review and improve the practices to collaboratively develop outcomes, monitor progress and have a culture of mutual accountability.</p>

Quality Indicator 5: Effective School Leadership and Resource Management

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 10: Organizational Management</p> <p><i>A quality school has leadership which develops systems and allocates resources (time, human, financial, and material) in service of the school's vision.</i></p>	<p>There is little evidence of the standard as described in the "Sustaining" column.</p>	<p>There is some evidence of the standard as described in the "Sustaining" column.</p>	<p>There is substantial evidence of the standard as described in the "Sustaining" column.</p>	<p>There is strong and consistent evidence that:</p> <ol style="list-style-type: none"> a. The school's resources are allocated in service of the school vision b. The school's resources are maximized in service of the vision c. The school leadership effectively leverages district and community resources, grants and partnerships in service of the school vision d. The school leadership effectively uses the district's budgeting systems (RBB, IFAS, etc.) to maximize use of state and federal funds in service of the school vision e. The assignment and use of TSAs, coaches, etc. are appropriate, effective, and focused in service of the school vision f. The school leadership seeks out additional resources to meet identified student needs and aligned to the school vision. 	<p>There is strong and consistent evidence of this standard as described in the "Sustaining" column.</p> <p>In addition, the school staff regularly reflects on their approach to resource allocation, and has adjusted their approach and systems to better allocate resources in service of the school's vision.</p>