

Instructional Practice Protocol Rubric

IPP Rubric

*Self-evaluation responses will be highlighted in blue to show how the evaluator has rated themselves.

Scenario 1 Scenario 2 Scenario 3 Scenario 4

Setting Direction

Building leaders create conditions of inquiry that challenge the school's community to continuously improve by building on its own values, traditions, and designing the pathway to reach them.

1.1 Participation in a Team to Create a Vision and Mission

The building/leader engaged and participated in a committee of stakeholders that is representative of the community in order to facilitate the development or adaptation of a vision of learning that is shared and supported by all participants. The vision, mission and goals are aligned to those of the district.

NA	Ineffective	Developing	Effective	Highly Effective
1	The evidence indicates the building leader had minimal knowledge of the school community by involving few or no stakeholders and using little or no baseline data from internal and/or external sources. Collaboration, if present, was anecdotal or superficial.	The evidence indicates the building leader had limited knowledge of the school community by involving some stakeholders, using limited baseline data from internal and/or external sources, and collaborating only during parts of the process of defining the vision.	The evidence indicates the building leader had adequate knowledge of the school community by involving stakeholders, using appropriate baseline data from multiple internal and/or external sources, and collaborating through most of the process of defining the vision.	The evidence indicates the building leader had extensive knowledge of the school community by involving key stakeholders, using significant data from multiple (quantitative and varied) internal and external sources, and collaborating throughout the process of defining the vision.
2	The evidence indicates the building leader produced a generic or vague vision of learning or an unclear vision and mission, minimally aligned to the district's vision.	The evidence indicates the building leader produced a partial or incomplete vision of learning and mission, partially aligned to the district's vision.	The evidence indicates the building leader produced an adequate vision of learning and mission, aligned to the district's vision, as a result of the work of the committee.	The evidence indicates the building leader produced a clearly defined vision of learning and mission, closely aligned to the district's vision, as a result of the work of the committee.

1.2 Participation in a Team to Create an Implementation Plan and a School Improvement Plan

The building/leader engaged and participated in a committee of stakeholders that is representative of the school community in order to facilitate the collaborative development of a plan to systematically and embed the school vision into the culture and decision-making process of the school.

NA	Ineffective	Developing	Effective	Highly Effective
1	The evidence indicates the building leader developed a limited or general plan for communicating and implementing the vision with little or no collaboration with stakeholders and little or no use of information/data from any sources.	The evidence indicates the building leader developed a limited plan for communicating and implementing the vision with limited collaboration with some stakeholders using information/data from a few sources.	The evidence indicates the building leader developed an appropriate plan for communicating and implementing the vision collaboratively with stakeholders using information/data from multiple and varied sources.	The evidence indicates the building leader developed a comprehensive plan for communicating and implementing the vision collaboratively with key stakeholders using information/data from multiple and varied sources.
2	The evidence indicates the building leader produced a plan, however, it included major, generic or inappropriate strategies for sharing and encouraging support of the vision by the school community and/or procedures to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.	The evidence indicates the building leader produced a plan that is partial or disjointed and includes limited strategies for sharing and encouraging support of the vision by the school community and/or procedures to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.	The evidence indicates the building leader produced a plan that includes appropriate strategies for sharing and encouraging support of the vision by the school community and/or procedures to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.	The evidence indicates the building leader produced a clearly articulated plan that includes varied and appropriate strategies for sharing and encouraging support of the vision by the school community and procedures to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive school decisions and inform the culture of the school.
3	The evidence indicates the building leader developed a school improvement plan or outline in which minimal collaboration using data from multiple and varied sources. The plan minimally means or does not meet district requirements for clarity, comprehensiveness, measurability, appropriate timelines, etc.	The evidence indicates the building leader developed a school improvement plan with limited collaboration with others using internal or partially appropriate data from multiple and varied sources. The plan partially or tangentially meets district requirements for clarity, comprehensiveness, measurability, appropriate timelines, etc.	The evidence indicates the building leader developed a school improvement plan collaboratively with others using data from multiple and varied sources. The plan means, meets, or exceeds district requirements for clarity, comprehensiveness, measurability, appropriate timelines, etc.	The evidence indicates the building leader developed a school improvement plan collaboratively with many others using data from multiple and varied sources. The plan means or exceeds district requirements for clarity, comprehensiveness, measurability, appropriate timelines, etc.

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Arturo Cuomo



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