

Goal-Setting and Attainment Report

Rubric (Aligned to NY PSEL Standards 1, 4, 6, 7, 8, 10)

Purpose: To evaluate a leader's attainment of previously approved goals, with emphasis on demonstrated success, outcomes, and impact on student learning, staff development, equity, collaboration, and organizational leadership.

PSEL Standard	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: Meets Expectations	Level 4: Exceeds Expectations
Standard 1: Mission, Vision, and Core Values	No alignment between actions and school mission/vision. Efforts show lack of coherence or shared commitment.	Minimal alignment to the mission or vision. Actions are inconsistent or weakly connected to core values.	Demonstrates alignment of goal actions with school mission/vision. Core values are evident in planning and implementation.	Strong alignment and advocacy for equity-based mission and vision. Inspires shared ownership and models core values in practice.
Standard 4: Curriculum, Instruction, and Assessment	No evidence of using curriculum or assessment data to inform leadership decisions. Instructional impact is unclear.	Some attention to instruction or data use, but lacks a strategic or systematic approach.	Demonstrates effective support for instruction and use of assessment data to inform improvement. Leads or monitors curriculum initiatives.	Provides robust instructional leadership. Empowers others through data-driven improvement and evidence-based instructional leadership. Shows clear impact on student outcomes.

Standard 6: Professional Capacity of School Personnel	Did not engage in building staff capacity. Missed opportunities to coach or develop others.	Minimal efforts toward staff development. Engagement with professional learning is superficial or low impact.	Supports staff development through coaching, PD, or shared leadership. Evidence of growth in instructional capacity.	Goes beyond expectations to develop staff capacity. Leads adult learning initiatives, mentors others, or fosters distributive leadership.
Standard 7: Professional Community for Teachers and Staff	No evidence of collaboration or shared decision- making. Relationships are strained or ineffective.	Inconsistent efforts to build collaborative relationships. Limited staff engagement or buy-in.	Builds and maintains a collaborative staff culture. Uses structures like PLCs, shared planning, or feedback loops.	Demonstrates exemplary community building. Models trust, transparency, and collective efficacy through inclusive leadership practices.
Standard 8: Meaningful Engagement of Families and Community	Rare or ineffective communication with families. No outreach or partnerships developed.	Inconsistent communication or limited engagement efforts. Impact is minimal or unclear.	Maintains regular, respectful communication with families and community partners. Supports engagement in student learning.	Builds deep, reciprocal relationships with families and stakeholders. Demonstrates culturally responsive, equity-centered engagement.
Standard 10: School Operations and Improvement	Fails to manage operations in a way that supports learning goals. Improvement efforts lack planning or	Makes some effort to manage operations or use data, but outcomes are inconsistent or	Uses school resources, time, and data to support improvement goals. Demonstrates effective	Strategically aligns operations with improvement goals. Uses resources, processes, and data for

follow-through.	poorly aligned.	systems management.	sustained, systemic impact.
-----------------	-----------------	------------------------	-----------------------------------

Scoring Guidance

Evaluate each criterion based on the evidence submitted in relation to the approved goals. Consider leadership behaviors, collaboration, data use, and goal-aligned impact. Ratings should reflect the depth of implementation and outcomes achieved.

Rating Scale:

- 4 = Exceeds Expectations: Exceptional attainment of goal, with strong leadership evidence and positive impact
- 3 = Meets Expectations: Goal achieved with evidence of successful implementation and measurable results
- 2 = Below Expectations: Partial goal attainment or limited evidence of meaningful success
- 1 = Significantly Below Expectations: Goal not achieved or not supported by relevant evidence

Suggested Evidence Sources:

- Data snapshots, dashboards, or student performance trends
- Meeting notes, agendas, or communications with families/community
- Professional learning logs, staff feedback, or coaching documentation
- Reflections linking leadership behaviors to impact