



**4 Indicators of Excellence Evaluation Tool and Rubric  
Administrator Evaluation: Postings and Assurances  
Non-State Approved Evaluation Tool—District Approved Evaluation Tool**

**Research Base**

*Partner Solutions uses a 4 Indicators of Excellence Tool that is adapted from the 6 Indicators of Excellence Evaluation Tool. This tool was developed for school leaders and is a blend of prominent research in education. The tool synthesizes research from the following:*

- [Professional Standards for Educational Leaders, 2015](#)  
National Policy Board for Educational Administration  
The research base for this framework can be found inside the above link on pages 25-26.
- [Michigan Standards for Educational Leaders, 2021](#)
- Lezotte, L. W. (1991). *Correlates of effective schools: The first and second generation*. Effective Schools Products, Ltd.
- Marzano, R.J., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- [Leadership Performance Planning Worksheet \(LPPW\)](#)  
The Leadership Academy (Formerly NYC Leadership Academy)  
The research base for this framework can be found inside the above link on page 1.

At the heart of the tool are the Correlates of Effective Schools,<sup>1</sup> Lawrence Lezotte and Ronald Brown's landmark research which identified the qualities of effective schools that defied the odds. Lezotte and Brown's research named and described the practices in place in these schools that resulted in above-average achievement. CS Partners distilled these seven correlates into 6 Indicators; While Lezotte and Brown's work is foundational, the Indicators draw on more current principal effectiveness research.

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<sup>1</sup> Lezotte, L., McKee-Snyder, K. (2011) *What effective schools do: Re-envisioning the correlates*. Bloomington, IN: Solution Tree Press.

Robert Marzano’s synthesis of research on School Leadership that Works<sup>2</sup> is equally important to the evaluation tool, and reflected in each of the Indicators, most notably in the expectation that leaders will coach teachers to implement “high yield” strategies in classrooms. These 21 leadership responsibilities are represented inside the competencies and behaviors in the tool.

The 6 Indicators Evaluation Tool relies on data to indicate that leaders are annually improving. While student achievement, recruitment, retention and attendance factor into the principal effectiveness rating, we also included compliance and fiscal responsibility as success measures. Unlike a principal in a traditional school district, charter school leaders are uniquely responsible for overseeing their entire academy’s budget and reporting.

Embedded in all of the aspects of the 6 Indicators Evaluation Tool is current research on school reform from TNTP (formerly The New Teacher Project)<sup>3</sup>, the Walton Foundation’s research on school success and leadership,<sup>4</sup> and the Gates Foundation Measures of Effective Teaching<sup>5</sup> multi-year research project that identifies the qualities of effective teaching as well as the organizational structures necessary in schools to promote teacher retention and student success. Research funded by the Education Trust<sup>6</sup> also informed the 6 Indicators of Excellence Evaluation Tool by providing clear distinctions between the beliefs and practices of the most successful leaders, particularly in high poverty schools, and less successful leaders across the country. Research from New Leaders<sup>7</sup> on how great leaders develop teachers, manage talent and provide a great place to work rounds out the research that has informed each aspect of the 6 Indicators.

Finally, the competencies and behaviors listed in the tool draw from a resource developed by The Leadership Academy (formerly NYC Leadership Academy). The LPPW is an innovative, **standards-based planning tool** used to strengthen critical leadership skills and behaviors in school leaders and anchor coaching and mentoring programs.

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<sup>2</sup> Marzano, R.J., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.

<sup>3</sup> TNTP Publications: *The Irreplaceables (2012); Greenhouse Schools (2012); The Mirage (2015); The Widget Effect (2009)*. Available at: <http://tntp.org/publications>

<sup>4</sup> Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. New York, NY: Wallace Foundation. Available at: <http://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf>

<sup>5</sup> Archer, J., Cantrell, S., Holtzman, S., Joe, J., Tocci, C., Wood, J. (2016) *Better feedback for better teaching: A practical guide to improving classroom observations*. San Francisco, CA: Jossey Bass

<sup>6</sup> Chenoweth, K., Theokas, C. (2011) *Getting it done: Leading academic success in unexpected schools*. Cambridge, MA: Harvard Education Press.

<sup>7</sup> Ikimoto, G., Taliaferro, L., Adams, E. (November 2012). *Playmakers: How great principals build and lead great teams of teachers*. Retrieved from: <http://www.newleaders.org/newsreports/publications/playmakers/>

The Leadership Academy (2025) reported that over 70% of school leaders and coaches/mentors stated that the LPPW had a moderate or significant impact on changing their performance as a school leader.

Gutierrez, N., Jarney, M., Kim, M. (2025). *Coaching education leaders: a culturally responsive approach to transforming schools and systems*. Routledge.

### **Description of Administrator Practice Rubric**

**Link to rubric: [4 Indicators of Excellence Competencies, Rubric and Scale](#)**

The 4 Indicators Rubric is a standards-based rubric that identifies the specific competencies linked to the mastery of each Indicator. Additionally, the rubric provides leaders with very granular behaviors that align to each competency. This highly transparent rubric supports targeted coaching that leads to leadership improvement.

It was designed to help school leaders and coaches...

1. Make the work of coaching **objective not subjective**
2. Create opportunity for **self-assessment of leadership competencies** and behaviors
3. Identify **key areas** where leaders need support
4. Establish developmental **goals** and design **action plans**
5. Maintain **focus and purpose** in coaching conversations
6. Strengthen leadership effectiveness to **accelerate student learning**

### **Identification and Qualifications of the Author(s) [Section 1249b(2)(b)]**

- Dr. Ticheal Jones, EdD Educational Leadership, VP of School Performance and Operations, CS Partners
- Dr. Sarah Pazur, PhD Educational Leadership, Director of School Performance, CS Partners

Dr. Pazur was trained as a trainer on the above framework and instruments which informed the creation of the 6 Indicators of Excellence. Drs. Pazur and Jones collaborated by synthesizing the research to develop the 6 Indicators. The course Dr. Pazur completed was called Fundamentals of Leadership and was offered by The Leadership Academy. In this two-day workshop, school leadership coaches, as well as school, district and charter leaders, engaged in intensive training in NYCLA's signature leadership coaching model. With expert NYCLA faculty, participants learned how to strengthen trust, promote targeted and critical reflection, and support leaders in identifying and applying high-impact action steps to dismantle inequitable practices and accelerate school transformation and student learning.

### Evidence of Reliability

The 6 Indicators of Excellence were informed by the LPPW standards-based planning tool, as well as the most recent Michigan and National Professional Standards for Educational Leaders. Both instruments meet the criteria for reliability, validity, and efficacy and in turn informed the development of the 6 Indicators of Excellence tool.

Lastly, the reliability of the 6 Indicators of Excellence Evaluation Tool is grounded in the use of research from Robert Marzano and Lawrence Lezotte. Multiple observations, trainings, and the evaluation of pre-defined evidence and goals for that evidence lead to a reliable tool that is accurate in evaluating the effectiveness of school leaders in different settings and at different levels of experience.

### Validity Study

To ensure validity, the lead developers of the 6 Indicators conducted an in-depth crosswalk study using several research-based principal effectiveness characteristics (i.e. (PSEL standards, the LPPW, Brown and Lezotte’s 7 correlates, and Marzano’s 21 responsibilities) to distill the items into 6 Indicators and formulate the related rubrics.

<b>*6 Indicators Crosswalk to PSEL Standards</b>	
<b>6 Indicators</b>	<b>PSEL Standards</b>
<p><b>INDICATOR 1: Mission-Driven Decision-Making</b></p> <p>The School Leader is responsible for setting, communicating, and implementing the vision and mission of the school.</p> <p>Leaders are expected to use their vision and mission to drive all school level decision making to create a safe and nurturing environment for all stakeholders.</p>	1, 5, 8
<p><b>INDICATOR 2: Professionalism</b></p> <p>The School Leader models the Partner Principles in order to create a responsive and professional culture that meets expectations related to reporting, compliance, and employee professional development and rights. The Partner Principles are the central values of the CS Partners company and the chief measure of professionalism. These principles guide our work with schools and the community. The Principles are: 1) We are a team. 2) We believe in building relationships. 3) We are problem solvers. 4) We value innovation. 5) We get the work done.</p>	2, 6, 7, 8, 9

<p style="text-align: center;"><b>INDICATOR 3: Student Achievement</b></p> <p>The School Leader ensures that academic achievement is the main success measure of the school and that all of the stakeholders uphold the school's vision for high quality teaching and learning.</p>	4, 5, 10
<p style="text-align: center;"><b>INDICATOR 4: Student Enrollment and Student/Staff Retention</b></p> <p>The School Leader is responsible for maintaining their student and staff population in order for the school to fulfill its vision, mission, and contractual goals.</p>	6, 9
<p style="text-align: center;"><b>INDICATOR 5: Fiscal Responsibility</b></p> <p>The School Leader will operate within a balanced, student-centered budget and exercise fiduciary responsibility while maintaining a fund balance between 10-15%.</p>	6, 9
<p style="text-align: center;"><b>INDICATOR 6: Equity-Focused Leadership</b></p> <p>The School Leaders is aware of and attentive to issues of race, class, gender, power and privilege and their implications for policy and practice.</p>	3, 10

***\*The adaptation of this tool uses the following 4 Indicators: Student Achievement, Student Enrollment and Student/Staff Retention, Fiscal Responsibility, and Compliance and Rules***

### **Efficacy Study**

#### **About the Process – School Leader Feedback**

The authors synthesized the information in the frameworks above and presented a draft of the 6 Indicators to a group of 25 K-12 school leaders within the CS Partners network for their feedback. The leaders reviewed the information through a field-based lens, providing insight into the way these indicators are implemented in their day-to-day leadership work. This step further ensured efficacy in the instrument and its praxis.

#### **Observation and Evaluation Protocol Detail**

**Link to the detailed process:** [School Leader Evaluation Timeline and Process](#)

At CS Partners, our principal supervisors (Directors of School Leadership) use Facilitative Competency-Based Coaching, which is an approach to school leadership development in which two people (Director of School Leadership and School Leader) work together around an agreed upon set of Competencies (skills, knowledge and behaviors). The coach creates an environment in which the

School Leader engages in critical and targeted reflection on his/her practice as it relates to the Competencies. The coaching conversations facilitate the paradigm or behavioral shifts necessary for the School Leader to develop his/her leadership capacity and school improvement goals.

**Professional Development Plan for Stakeholders**

Principal/School Leader Supervisors (Directors of School Leadership) are trained by the Director of School Leadership on the 6 Indicators tools and processes during their employee onboarding.

Additionally, we offer an annual webinar for school leaders to train them on our leader evaluation tools and process. Leaders co-construct their annual goals with their supervisor.