

# ARKANSAS MULTI-CLASSROOM LEADER RUBRIC

## ~Domain One: Planning & Preparation~

<i>1A. Demonstrating knowledge of content &amp; pedagogy</i>	Ineffective	Progressing	Effective	Highly Effective
<ol style="list-style-type: none"> <li>1. Content knowledge</li> <li>2. Prerequisite relationship</li> <li>3. Content Pedagogy</li> </ol>	<p>The MCL's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.</p>	<p>The MCL's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.</p>	<p>The MCL's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.</p>	<p>The MCL's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The MCL actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.</p>
<i>1B. Demonstrating knowledge of students</i>	Ineffective	Progressing	Effective	Highly Effective
<ol style="list-style-type: none"> <li>1. Child development</li> <li>2. Learning process</li> <li>3. Special needs</li> <li>4. Student skills, knowledge, and proficiency</li> <li>5. Interests &amp; cultural heritage</li> </ol>	<p>The MCL demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>The MCL indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the students as a whole.</p>	<p>The MCL actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>	<p>The MCL actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.</p>
<i>1C. Establishing professional goals</i>	Ineffective	Progressing	Effective	Highly Effective
<ol style="list-style-type: none"> <li>1. Personal goals</li> <li>2. Team goals</li> <li>3. Accountability</li> </ol>	<p>The MCL does not establish personal professional goals or team member professional goals.</p>	<p>The MCL attempts to establish personal professional goals and goals with team members. However, there are not both short-and-long-term goals. The MCL does not establish clear action steps to reach goals.</p>	<p>The MCL establishes personal professional goals and sets professional goals with team members that are aligned with overall school goals. The MCL sets both short- and long-term goals. The MCL sets clear action steps for each goal.</p>	<p>The MCL establishes personal professional goals and collaborates with team members to set individual professional goals. Goals are aligned with overall school goals. Together, the MCL and team members jointly set both short and long-term goals. The MCL and team members agree to clear action steps including a tracking process for each goal.</p>

<i>1D. Serving as a resource for teachers</i>	Ineffective	Progressing	Effective	Highly Effective
<ol style="list-style-type: none"> <li>1. Identify and share resources &amp; strategies</li> <li>2. Research-based &amp; motivating resources</li> <li>3. Aligned &amp; appropriate professional Development</li> </ol>	The MCL fails to identify or share resources with team members. The MCL does not advocate for better professional development opportunities..	The MCL inconsistently provides resources & strategies. Resources and strategies provided are not always research-based	The MCL consistently provides research-based resources and strategies to improve teaching and learning. The MCL provides professional development for team members as requested.	The MCL consistently identifies and shares helpful resources and strategies with team members without waiting to be prompted. Resources and strategies are research-based and motivate others into action. The MCL frequently provides differentiated professional development for the team members and advocates at the school and district level for additional professional development aligned to educator needs.
<i>1E. Planning data-driven instruction</i>	Ineffective	Progressing	Effective	Highly Effective
<ol style="list-style-type: none"> <li>1. Assessment calendar</li> <li>2. Revisit &amp; revise plans</li> <li>3. Collaborate &amp; coordinate</li> </ol>	The MCL plans some aspects of data-driven instruction during the year. However, the MCL does not have a clear implementation, analysis, planning meetings, or re-teaching.	The MCL creates a short-term calendar and may only have a clear calendar in place for some of the following: assessment creation, implementation analysis, planning meetings, and re-teaching.	The MCL creates both short and long-term calendars for assessment creation, implementation, analysis, planning meetings, and re-teaching.	The MCL creates short and long-term calendars that give adequate time for assessment creation, implementation, analysis, planning meetings, & re-teaching. The MCL collaborates with the team to revisit/ revise short and long-term instructional plans based on student data and team-member feedback. The MCL collaborates and coordinates with other teams/departments to establish consistent data plans throughout the school.
<i>1F. Maintaining quality data systems</i>	Ineffective	Progressing	Effective	Highly Effective
<ol style="list-style-type: none"> <li>1. Clear structures</li> <li>2. Analysis</li> <li>3. Application</li> </ol>	The MCL does not implement a clear consistent system for either data collection or data analysis. The MCL does not provide adequate resources for data-driven instruction.	The MCL ensures that the team record data and provides some data collection and data analysis resources. However, the data are not in a readily useful form and the resources are insufficient.	The MCL creates structures to ensure data is available in a useful form for the team. The MCL provides a variety of data collection resources, data analysis resources and data-driven instructional strategies for team members.	The MCL creates clear structures to ensure available data in a readily useful form. The MCL promotes data-driven excellence within the team by identifying and assessing resources and strategies for gathering/analyzing data to improve instruction. The MCL uses feedback/suggestions for adjusting.

## ~Domain Two: Team Culture & Climate~

<b>2A. Building a Positive Team Culture</b>	<b>Ineffective</b>	<b>Progressing</b>	<b>Effective</b>	<b>Highly Effective</b>
<ol style="list-style-type: none"> <li>1. Empowerment</li> <li>2. Feedback</li> <li>3. Recognizes team accomplishments</li> </ol>	<p>The MCL does not work to create a positive, supportive team culture. The MCL does not display professionalism or respect for team members. The MCL puts little effort into leading &amp; developing team members.</p>	<p>The MCL works to create a positive, supportive team culture but is largely unsuccessful. The MCL attempts to empower the staff and build a collaborative, trustful environment but lacks the leadership skills to establish such a culture. For example, the MCL does not adjust leadership style given team viewpoints or backgrounds</p>	<p>The MCL builds a positive, supportive and productive team culture. The MCL provides regular feedback, maintains confidentiality, appreciates different viewpoints and backgrounds, remains professional, maintains open communication, and facilitates team collaboration.</p>	<p>The MCL builds a sense of efficacy, empowerment, and support among team members that results in an increased capacity to deliver results. Provides positive, constructive feedback and actively solicits feedback. The MCL maintains transparency and confidentiality. The MCL appreciates different viewpoints and backgrounds and tailors leadership style accordingly the MCL celebrates team accomplishments, remains enthusiastic, and remains professional. The MCL maintains open lines of communication and facilitates team collaboration.</p>
<b>2B. Holding high expectations for team</b>	<b>Ineffective</b>	<b>Progressing</b>	<b>Effective</b>	<b>Highly Effective</b>
<ol style="list-style-type: none"> <li>1. Communicates high expectations</li> <li>2. Set goals</li> <li>3. Tracks progress</li> <li>4. Reflects on practice</li> </ol>	<p>The MCL does not communicate high expectations nor does s(he) set ambitious goals for students, teachers, and team members.</p>	<p>The MCL communicates high expectations for all team members. However, the MCL does not revisit those expectations, set ambitious goals, or track progress toward those goals.</p>	<p>The MCL communicates high expectations for all team members. The MCL sets ambitious goals for the team and tracks progress toward those goals.</p>	<p>The MCL not only communicates high expectations, but s(he) helps team members hold high expectations for themselves and their peers. The MCL and team members regularly communicate and reflect on their expectations. The MCL supports team members in setting their own ambitious goals and tracking progress toward those goals.</p>
<b>2C. Managing classroom</b>	<b>Ineffective</b>	<b>Progressing</b>	<b>Effective</b>	<b>Highly Effective</b>
<ol style="list-style-type: none"> <li>1. Instructional groups</li> <li>2. Transitions</li> <li>3. Materials and supplies</li> <li>4. Non-instructional duties</li> <li>5. Supervision of volunteers &amp; paraprofessionals</li> </ol>	<p>Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and noninstructional duties.</p>	<p>Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and partially effective noninstructional duties.</p>	<p>Little instructional time is lost due to classroom routines and procedures for transitions; handling of supplies, and smooth noninstructional duties.</p>	<p>Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.</p>

<b>2D. Supporting a nurturing &amp; motivating</b>	<b>Ineffective</b>	<b>Progressing</b>	<b>Effective</b>	<b>Highly Effective</b>
<ul style="list-style-type: none"> <li>1. Collaborative planning &amp; implementation</li> <li>2. Ensuring system pathways to a culture of success (structure social connections)</li> <li>3. Making the vision visible</li> </ul>	<p>The MCL does not attend to student culture.</p>	<p>The MCL seeks to understand and implement best practice for positive student culture. The MCL addresses issues with student behavior.</p>	<p>The MCL assesses need and plans for improvement of student culture. The MCL models high standards in behavior and relationships. The vision for a positive student culture is seen in the team environments.</p>	<p>The MCL collaboratively creates a shared vision. System planning and implementation are actively modeled and taught. The physical environment and team communication are aligned and appropriate in promoting a vision of success for teachers and students.</p>
<b>2E. Organizing physical</b>	<b>Ineffective</b>	<b>Progressing</b>	<b>Effective</b>	<b>Highly Effective</b>
<ul style="list-style-type: none"> <li>1. Safety &amp; accessibility</li> <li>2. Arranging furniture &amp; resources</li> </ul>	<p>The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.</p>	<p>The classroom is safe, and essential learning is accessible to most students; the MCL's use of physical resources, including computer technology, is moderately effective. The MCL may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; the MCL ensures that the physical arrangement is appropriate to the learning activities. The MCL makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p>

## ~Domain Three: Teaching & Learning~

<b>3A. Monitoring progress</b>	<b>Ineffective</b>	<b>Progressing</b>	<b>Effective</b>	<b>Highly Effective</b>
<ol style="list-style-type: none"> <li>1. Regular reviews</li> <li>2. Communicates progress</li> <li>3. Solicit ideas</li> <li>4. Celebrate success</li> </ol>	<p>The MCL does not monitor team progress.</p>	<p>The MCL inconsistently monitors team progress or fails to make adjustments when the team is not making progress to team members.</p>	<p>The MCL monitors team progress to determine the effectiveness of implemented strategies and makes adjustments. The MCL openly and frequently communicates progress to team members.</p>	<p>The MCL regularly monitors team progress to determine the effectiveness of implemented strategies and makes adjustments as needed. The MCL openly and frequently communicates progress to team members, soliciting ideas for improvement and celebrating successes.</p>
<b>3B. Delivering quality</b>	<b>Ineffective</b>	<b>Progressing</b>	<b>Effective</b>	<b>Highly Effective</b>
<ol style="list-style-type: none"> <li>1. Consistent &amp; timely</li> <li>2. Actionable next steps</li> <li>3. Reflective</li> </ol>	<p>The MCL provides infrequent feedback and the feedback provided in coaching conversations is often neither clear nor actionable. Coaching conversations are unfocused and unproductive.</p>	<p>The MCL provides feedback, but the coaching conversations often lack clear plans, action steps, or timelines. Teachers rarely complete a reflection prior to coaching conversations and the feedback received is not always clear or actionable. .</p>	<p>The MCL schedules coaching conversations to be conducted soon after the review and generally adheres to that scheduling. The MCL conducts effective coaching conversations that usually include the team member's post-review reflections. The sessions result in clear and actionable feedback and clear goals for improvement.</p>	<p>The MCL consistently provides growth-oriented feedback and motivates team members to adopt a growth mindset. The MCL conducts timely, one-on-one feedback meetings with team teachers that lead to clear and actionable next steps focused on key levers for instructional effectiveness. The MCL leads team teachers to reflect on their practice and begin to accurately identify their areas of growth and lead their own development.</p>
<b>3C. Leveraging coaching</b>	<b>Ineffective</b>	<b>Progressing</b>	<b>Effective</b>	<b>Highly Effective</b>
<ol style="list-style-type: none"> <li>1. Multiple coaching tools</li> <li>2. Differentiated</li> <li>3. Resource advocate</li> </ol>	<p>The MCL frequently uses the same coaching tool. The MCL does not open up their own classroom for observation. The MCL does not provide instructional resources for the team.</p>	<p>The MCL does not select the right coaching tools to meet individual team members' needs. The MCL rarely opens up their own classroom for observation. The MCL provides resources only when asked.</p>	<p>The MCL uses a variety of coaching tools to improve practice, including co-teaching, modeling, and using the MCL's own classroom as a model classroom. The MCL provides available resources to the team as needed.</p>	<p>The MCL uses a variety of coaching tools to meet the varying needs of individual team members, including co-teaching, modeling, and using the MCL's own classroom as a model classroom. The MCL identifies, seeks out and advocates for additional resources for the team.</p>

<b>3D. Providing differentiated and</b>	<b>Ineffective</b>	<b>Progressing</b>	<b>Effective</b>	<b>Highly Effective</b>
1. Opportunity & space to learn 2. Scaffolds learning 3. Differentiates support	The MCL does not build the confidence or skills of their team members, nor do they provide a safe space for team members to learn	The MCL inconsistently provides opportunities for team members to learn from their own mistakes. The MCL rarely scaffolds learning or differentiates support..	The MCL provides opportunities for team members to learn from their own mistakes. The MCL scaffolds learning and differentiates support so that all can experience success.	The MCL builds confidence and skills by providing team members with regular opportunities and safe spaces to learn from their own mistakes in noncritical settings. The MCL scaffolds learning and development experiences so that all can experience success by tackling increasingly difficult tasks. The MCL differentiates support for individual teachers given their particular strengths and improvement areas.
<b>3E. Delivering Results</b>	<b>Ineffective</b>	<b>Progressing</b>	<b>Effective</b>	<b>Highly Effective</b>
1. Leads improvement 2. Consistent implementation 3. Documentation	The MCL does not lead shifts in team member practice or outcomes. The team does not meet established goals.	The MCL leads few shifts in team member practice and outcomes. The team does not consistently meet established goals. .	The MCL leads improvements in team member practice and outcomes by providing feedback, key action steps and direct accountability. The team meets almost all established goals.	The MCL leads major improvements in team member practice and outcomes by providing frequent feedback, key action steps and direct accountability. The team consistently meets and sometimes exceeds established goals.

~Domain Four: Professional Responsibilities~

<b>4A. Managing professional</b>	<b>Ineffective</b>	<b>Progressing</b>	<b>Effective</b>	<b>Highly Effective</b>
<ol style="list-style-type: none"> <li>1. Stakeholder relationships</li> <li>2. Peer collaboration</li> <li>3. Receptive Atmosphere</li> </ol>	<p>The MCL is unsuccessful at building necessary school relationships.</p>	<p>The MCL maintains open communication and builds relationships with some, but not all, of the following: team teachers, other MCLs, school and district leadership.</p>	<p>The MCL maintains open communication and effectively manages relationships with team members, other MCLs, and school and district leadership.</p>	<p>The MCL builds strong relationships with multiple stakeholders; maintains open communication with team members, and creates a receptive atmosphere for feedback and coaching. The MCL works collaboratively with other MCLs, coaches, and facilitators, ensuring consistent communication and sharing of best practices and resources. The MCL also regularly communicates with district and school leaders for feedback and resource needs.</p>
<b>4B. Navigating difficult</b>	<b>Ineffective</b>	<b>Progressing</b>	<b>Effective</b>	<b>Highly Effective</b>
<ol style="list-style-type: none"> <li>1. Purposeful</li> <li>2. Solution-focused</li> <li>3. Inclusive</li> <li>4. Clear accountability</li> </ol>	<p>The MCL is unsuccessful at navigating difficult conversations. The MCL allows emotions to enter the conversation and doesn't effectively listen to the participant(s).</p>	<p>The MCL is sometimes successful at navigating difficult conversations. However, the MCL does not set a clear purpose for the conversation or provide clarity and accountability for next steps.</p>	<p>The MCL successfully navigates difficult conversations with school leaders and team teachers to address miscommunications or provide feedback. The MCL helps brainstorm solutions to the issues at hand and provides next steps.</p>	<p>The MCL respectfully and effectively navigates difficult conversations with school leaders and team teachers to address miscommunications or provide feedback. Conversation has clear purpose, issue solutions are considered without emotions involved. The MCL is empathetic to viewpoints and ensures there is clarity and accountability for next steps.</p>
<b>4C. Facilitating team</b>	<b>Ineffective</b>	<b>Progressing</b>	<b>Effective</b>	<b>Highly Effective</b>
<ol style="list-style-type: none"> <li>1. Plan</li> <li>2. Guide</li> <li>3. Manage</li> </ol>	<p>The MCL rarely has an agenda for meetings. Meetings are inefficient and off-topic. There are no action steps after team meetings.</p>	<p>The MCL does not select the right coaching tools to meet the individual team members' needs. The MCL rarely opens up their own classroom for o</p>	<p>Meetings have clear agendas. MCL respects timing and content of the agenda. The goal/outcome is clearly defined the before meetings. Viewpoints are heard and respected in efficient and on-topic meetings.</p>	<p>Meetings have clear agendas. MCL respects timing and content of the agenda. The goal/outcome is clearly defined the before meetings. All viewpoints are heard and respected in efficient and on-topic meetings. Action steps with clear owners are created to ensure continued progress.</p>

<b>4D. Leading data</b> 1. Available data 2. Resource identification & assessment 3. Flexibility	<b>Ineffective</b> The MCL rarely leads data conversations and when they occur, analysis is superficial.	<b>Progressing</b> The MCL inconsistently leads data conversations that sometimes includes item-level analysis, standards-level analysis, student-level analysis, and bottom line results. Clear ownership of data decisions is lacking.	<b>Effective</b> The MCL consistently leads data conversations that involve item-level analysis, standards-level analysis, student-level analysis, and bottom line results. The MCL helps the team collaborate on decisions about how they are going to use data to drive improvement in student and teacher outcomes.	<b>Highly Effective</b> The MCL frequently and consistently leads data conversations that involve item-level analysis, standards-level analysis, student-level analysis, and bottom line results. These conversations are teacher-owned, involve all members of the teams and focus on how the team will use data results to drive improvement in student and teacher outcomes.
<b>4E. Communicating with families</b> 1. About instructional program 2. About individual students 3. Engagement of families in instructional program	<b>Ineffective</b> The MCL's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The MCL does not attempt to engage families in the instructional program.	<b>Progressing</b> The MCL adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	<b>Effective</b> The MCL communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	<b>Highly Effective</b> The MCL's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
<b>4F. Improving personal</b> 1. Self-assess & identify 2. Demonstrates high professional & ethical standards 3. Evidences effective leadership dispositions	<b>Ineffective</b> The MCL does not identify him or herself as a current or aspiring leader. Or The MCL does not exhibit high professional & ethical standards. Or The MCL is not dedicated to teacher or student success through effective leadership.	<b>Progressing</b> The MCL identifies as a leader, but does not seek to improve. The MCL exhibits professional & ethical standards. The MCL is working to improve teacher and student success.	<b>Effective</b> The MCL identifies as a current leader, as well as a student of effective leadership practices. The MCL exhibits high professional & ethical standards. The MCL shows dedication to the unique & continuing success of others.	<b>Highly Effective</b> The MCL is an active leader, consistently seeking to improve. The MCL exhibits high professional & ethical standards. The MCL actively promotes success of teachers and students built on their strengths, and promotes leadership and prosocial dispositions among others.