



ADMINISTRATOR OTHER RUBRIC

Domain 1: Organization & Management

A. Shared Mission and Vision

<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Allows no opportunity for staff involvement in development and implementation of a vision of learning.	Involves only staff in development and implementation of a vision of learning.	Supports staff and other appropriate stakeholders in development and implementation of a vision of learning.	Involves all staff and other appropriate stakeholders in an annual revision as necessary of the vision of learning.

B. Collecting and Analyzing Data

<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Collects but fails to analyze data for determining the organization's effectiveness in accomplishing the vision of learning.	Collects and analyzes data for determining the organization's effectiveness in accomplishing the vision of learning.	Collects and analyzes data to assess the organization's effectiveness in accomplishing the vision of learning. Utilizes data to modify organizational practices and procedures.	Collects and analyzes data frequently with the school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning.

C. Creating and Implementing Plans

<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Establishes a school/district/program improvement plan which focuses on the vision of learning but has goals that are neither measurable nor specific.	Establishes a school/district/program improvement plan which is aligned with district, state, and federal policies and has specific, measurable goals to accomplish the vision of learning.	Collaborates with appropriate stakeholders to establish and implement an improvement plan, which is aligned with district, state, and federal policies. Provides improvement reports to stakeholders.	Communicates school-wide goals and actions frequently (at least quarterly, if applicable) with all appropriate stakeholders.

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D. Monitoring and Evaluating Progress

<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>Fails to monitor or revise effectiveness of the school/district/program improvement plan.</p>	<p>Annually monitors priorities, goals, and actions of the school/district/program improvement plan but does not facilitate adequate mid-course corrections.</p>	<p>Facilitates at least semi-annually the monitoring and revising of priorities, goals, and actions stated in the improvement plan to make corrections.</p> <p>Utilizes observations to ensure that instructional priorities of the improvement plan are being implemented with fidelity.</p>	<p>Actively participates in specific team, grade level, or departmental meetings to monitor effectiveness of the school/district/program improvement plan and to facilitate revisions.</p>

Domain 2: Managing Organizational Systems and Safety

A. Monitoring and Evaluating Systems

<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>Ignores management of offices/facilities to the point where cleanliness and safety issues are a concern.</p>	<p>Offices/facilities are maintained at minimal standards.</p>	<p>Offices/facilities are maintained and in good order.</p> <p>Ensures that all maintenance issues are reported in a timely manner.</p>	<p>Has a systematic program for offices/facilities management.</p>

B. Obtaining and Utilizing Resources

<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>Lacks knowledge of office/school/district budget, human resources, and technological resources.</p>	<p>Demonstrates knowledge of the alignment of office/school/district budget, human resources, and technological resources.</p>	<p>Supports the management of resources to effectively address student learning needs.</p> <p>Allocates or utilizes funds based on student needs within the framework of federal, state, and district policies.</p>	<p>Works with all appropriate stakeholders to ensure strategic and equitable allocation and effective use of financial, human, and technological resources to meet instructional goals and support teacher needs to maximize student learning.</p>

C. Promoting Safety

<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>Neglects to implement a Crisis Management Plan, student handbook, and/or district discipline policy.</p>	<p>Inconsistently implements policies and procedures, including the Crisis Management Plan, student handbook, and district discipline policy that provides a safe, healthy, orderly learning and working environment.</p>	<p>Implements policies and procedures that maintain a supportive, safe, healthy, orderly learning and working environment as reflected in the personnel and/or student handbook and discipline policy.</p> <p>Rehearses emergency procedures addressed in the Crisis Management Plan.</p>	<p>Participate in the continuous review of keeping the Crisis Management Plan, student handbook, and district discipline policy updated.</p>

D. Distributed Leadership			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Neglects to facilitate use of distributed leadership in management of the organization.	<p>Recognizes the need for distributed leadership in management of the organization.</p> <p>Inconsistently delegates management of specified responsibilities to appropriate stakeholders.</p>	<p>Supports a master schedule that maximizes student learning and provides for individual and collaborative planning for staff.</p> <p>Supports structures and provides time, at least bi-monthly, for teacher-based teams to collaborate.</p> <p>Provides leadership development opportunities for staff.</p> <p>Delegates management of specified responsibilities to appropriate stakeholders.</p>	Provides leadership development opportunities for staff designed to enhance management of the organization and to foster career development of staff.
E. High Expectations			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Lacks commitment to high academic expectations for students.	<p>Acknowledges the need to commit to high academic expectations for some students.</p> <p>Is moving toward creating a system that supports mission and belief statements of the organization.</p>	<p>Demonstrates a belief in and commitment to high academic expectations for all students.</p> <p>Reinforces and supports mission and belief statements of the organization and uses them to guide collaborative decision-making.</p> <p>Engages regularly in dialogue with colleagues and provides opportunities for colleagues to share innovations that have resulted in higher student achievement.</p>	<p>Promotes the school's mission and beliefs to all appropriate stakeholders.</p> <p>Engages staff members and students in frequent conversations focused on the application of the school's mission and beliefs.</p>

Domain 3: Teaching & Learning

A. Collaboration and High Expectations

<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>Fails to demonstrate a belief in and commitment to high academic expectations for students and teachers.</p>	<p>Demonstrates a belief in and commitment to high academic expectations for some but not all students.</p> <p>Collects survey data but findings are seldom used to impact decision-making.</p> <p>Provides minimal support for mission and belief statements of the school.</p> <p>Occasionally engages in dialogue with teachers and provides opportunities to share.</p>	<p>Collaborates with colleagues to ensure the implementation of a developmentally appropriate curriculum that is fully aligned with standards.</p> <p>Supports the alignment of standards, instruction, and assessment.</p> <p>Supports the implementation of the curriculum that provides substantial connections within and between different content areas.</p>	<p>Utilizes multiple sources of data regularly to guide decision making.</p>

B. Supporting Curriculum

<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>Neglects to support teachers who are implementing standards with fidelity.</p>	<p>Supports the implementation of the Arkansas standards documents.</p> <p>Initiates discussions regarding alignment of standards, instruction, and assessment.</p>	<p>Supports the application of differentiated teaching strategies and use of rich curricular materials.</p> <p>Supports the use of educational technologies and other appropriate resources to address learning needs of all students.</p> <p>Supports teachers in giving students multiple opportunities for success and provides viable interventions to support student growth.</p>	<p>Supports discussions with staff throughout all grade levels and content areas to ensure Arkansas' standards are implemented.</p> <p>Provides and engages in multiple, on-going opportunities for curricular meetings across grade levels within the school to ensure horizontal and vertical curriculum alignment between grade levels and across content areas.</p>

C. Learning Environment

<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>Neglects to support/facilitate utilization of differentiated instruction.</p> <p>Fails to celebrate accomplishments of students/teachers.</p>	<p>Supports/facilitates the implementation of instructional strategies and interventions that may lead to differentiated instruction for some but not all students/teachers.</p> <p>Supports/facilitates recognition and celebration of students'/teachers'</p>	<p>Supports/facilitates the implementation of instructional strategies and interventions that may lead to differentiated instruction for all students/teachers.</p>	<p>Facilitates effective use of differentiated teaching strategies, curricular materials, educational technologies, and other outside resources appropriate to address the needs of all students/teachers.</p> <p>Empowers teachers to design and implement</p>

	accomplishments on an infrequent basis.	Supports/facilitates a well-defined process that celebrates students'/teachers' accomplishments which are communicated to the community.	differentiated instructional strategies and interventions in order to reach all students.
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D. Supporting Instruction			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>Fails to fully implement district policies and procedures for supporting instruction.</p>	<p>Implements district policies and procedures regarding the support of supervision and evaluation of instruction.</p> <p>Supports/monitors instruction but inconsistently provides feedback to improve instructional practices.</p>	<p>Supports/monitors instruction and provides consistent feedback to improve instructional practices.</p> <p>Provides learners with timely, detailed feedback to assist them in their efforts to improve instructional practices.</p> <p>Supports processes and practices to protect instructional time from interruptions and maximizes time spent on quality instruction.</p>	<p>Supports teachers in becoming reflective practitioners in collecting and utilizing data to enhance their own teaching and classroom environment.</p> <p>Supports a program of peer coaching/instructional facilitation.</p>
E. Supporting Student Growth			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>Fails to support staff in developing and assessments that are aligned with standards to monitor student growth and guide instruction.</p>	<p>Supports staff in developing and using only assessments that are aligned with standards to monitor student growth.</p> <p>Encourages development and analysis of frequent assessments to monitor student growth.</p> <p>Supports staff to improve instructional practices based on assessment results.</p>	<p>Supports the analysis of various assessments, surveys, and other sources to evaluate student learning, effective teaching, and program quality.</p> <p>Supports systems and structures for continuous and collaborative analysis of student growth.</p> <p>Collaborates with staff to analyze student performance data and use results to inform programmatic and instructional decisions.</p>	<p>Supports the development and utilization of rigorous, authentic, performance-based, interdisciplinary assessments of student learning.</p> <p>Supports instructional practices leading to high levels of student growth.</p>
F. Monitoring and Evaluating Instruction			
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>Fails to develop specific processes to monitor and evaluate the impact of the instructional program on student growth and achievement.</p>	<p>Occasionally facilitates analysis of various assessments, surveys, and other sources to evaluate student learning, effective teaching, and program quality.</p>	<p>Facilitates analysis of various assessments, surveys, and other sources to evaluate student learning, effective teaching, and program quality.</p>	<p>Collaborates with stakeholders to update the instructional program based upon the results of various sources of data.</p>

Domain 4: Human Capital Management

A. Continuous Learning and Growth

<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Neglects to collect and /or analyze appropriate data to implement strategies to improve student learning and instruction.	Collects and analyzes data to make decisions that enhance the educational environment, but inconsistently collaborates with staff.	<p>Models effective practice for continuous learning and growth.</p> <p>Works to ensure an effective staff through the management of staff turnover and promoting the capacity of existing personnel.</p> <p>Encourages and supports staff participation in professional development opportunities to access research-based practices that focus on enhancement of their instructional and leadership capacities.</p>	<p>Collaborates with internal and external stakeholders in the process of collecting and analyzing data based on current research methods to identify and address the needs of all students.</p> <p>Uses assessment and research methods to identify and address the needs of all students.</p>

B. Personal Professional Practices

<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Is unethical in leadership practices or is unaware of a lack of skill in communicating or learning.	Understands the importance of personal professional practices and welcomes feedback to seek best practices.	<p>Models ethical and professional behavior.</p> <p>Considers the needs of students and staff first.</p> <p>Appropriate communication occurs.</p>	Facilitates conflict resolution by empowering others to settle differences and maintaining consistent follow-up.

C. Personnel Management

<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Demonstrates a lack of self-control characterized by a frequent loss of temper and continual reluctance to discuss sensitive topics and to reflect about his/her professional efficacy.	<p>Engages in reflective practice through active listening, observing, questioning, and sharing multiple perspectives.</p> <p>Generally, maintains self-control but occasionally exhibits anger and defensiveness when dealing with sensitive subjects and personal attacks.</p>	<p>Models and encourages positive communication about the organization and its work inside the organization and surrounding community.</p> <p>Promotes organization successes.</p>	<p>Is an exemplar of emotional intelligence characterized by exerting self-control, treating self and others with dignity, empathizing with others, respecting self and others, and collaborating in making substantive decisions.</p> <p>Enhances professional efficacy of self and staff by modeling reflective practice through active</p>

			<p>listening, observing, finding capacities, questioning, and sharing multiple perspectives, and hypothesis testing.</p> <p>Consistently exerts self-control in dealing with sensitive subjects and personal attacks even in the most difficult and confrontational situations.</p>
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D. Decision Making

<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>Relies primarily on emotional reactions and personal preferences to make substantive decisions.</p> <p>Occasionally allows personal preferences, beliefs, and/or biases to trump individual rights, liberties, equitable treatment, and dignity of those in his/her scope of influence and care.</p>	<p>Inconsistently relies on school policy and procedures to make and explain substantive decisions.</p> <p>Consistently enforces policies, laws, and regulations enacted by local, state, and federal authorities.</p>	<p>Makes and explains substantive decisions based on ethical and legal principles inherent in law, school policy and procedures.</p> <p>Pro-actively facilitates decision making that promotes policies, laws, and regulations enacted by local, state, and federal authorities.</p>	<p>Utilizes a model of ethical reasoning that addresses professional obligations, utility, and legality that inform the intentions and substance of school policy and procedures.</p>

E. Communicating with Families

<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>Neglects to build relationships with families</p>	<p>Interacts with families in a professional manner.</p> <p>Involves families in some decisions concerning their children's education.</p> <p>Communicates with families primarily through print and electronic media.</p>	<p>Participates in frequent positive interactions with families and is open, respectful, and welcoming.</p> <p>Involves families consistently in decision making about their children's education.</p> <p>Communicates with families through a variety of media.</p>	<p>Hosts open forums, focus groups, and conducts surveys to elicit family perceptions about the school.</p> <p>Secures external resources to provide enriching educational opportunities for students' families.</p>