

Eugene School District 4J Instructional Administrator Rubric

Aligned with 2014 Interstate School Leaders Licensure Consortium (ISLLC) Standards

Overarching Expectations

The following are woven throughout all administrator conduct and interactions:

Ethical Principles and Professional Norms

An educational leader adheres to ethical principles and professional norms.

- Nurtures an environment that places children at the heart of education
- Acts in an honest, open, and transparent manner
- Understands their own strengths and areas for growth
- Attends to their own learning
- Is punctual and dedicated to attending work
- Safeguards the values of democracy, equity, justice, community, and diversity

Equity and Cultural Responsiveness

An educational leader ensures the development of an equitable and culturally responsive school.

- Ensures efforts are focused on closing achievement gaps
- Ensures equity of opportunity and access to the benefits of social networks and institutional support
- Fosters an affirming and inclusive workplace
- Attacks issues of student marginalization and limiting assumptions about gender, race, class, and special status
- Promotes the ability of students to participate in multiple cultural environments

Standard I: Visionary Leadership

| Indicators | Ineffective | Area for Growth | Effective | Exemplary |
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| 1-A Collaboratively develops, implements, and promotes a shared vision and mission for quality teaching and learning that aligns with the district's vision | Minimal or no evidence of developing an aligned and shared vision and mission. | Evidence of the beginning of or a developing vision and mission. Some evidence of staff and stakeholder input. | Develops, implements, and promotes a shared vision and mission that aligns with the district's vision by collaboratively working with staff and stakeholders. | Develops, implements, and promotes a shared vision and mission that aligns with the district's vision by acquiring extensive knowledge of the school community and collaboratively working with staff and stakeholders. Encourages support from the staff and community. |

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| 1-B Collects and uses data to identify goals, assess effectiveness, and promote learning | Minimal or no evidence of collecting and using data to identify goals, assess effectiveness, and promote learning. | Inconsistently and/or primarily reactively collects and uses data to identify goals, assess effectiveness, and promote learning. | Consistently collects and uses data from multiple sources to identify goals, assess effectiveness, and promote learning. Provides resources and training for staff in the collection and use of data. Reviews progress throughout the year and adjusts where necessary. | Consistently collects and uses data from multiple sources to identify goals, assess effectiveness, and promote learning. Uses the data to identify trends and project future needs. Provides resources and training for staff in the collection and use of data. Reviews progress throughout the year and adjusts where necessary. |
| 1-C Creates, implements, and monitors continuous and sustainable progress through an improvement plan | Minimal or no evidence of creating, implementing, and/or monitoring continuous and sustainable progress through an improvement plan. | Creates and implements some portions of an improvement plan and sometimes monitors continuous and sustainable progress. | Creates, implements, and monitors continuous and sustainable progress through an improvement plan with staff and stakeholder involvement. Adapts and revises the plan based on goals and/or key targets. | Creates and implements an improvement plan with involvement from staff and stakeholders representing various roles and responsibilities. Practices frequent monitoring of continuous and sustainable progress. Adapts and revises the plan based on goals and/or key targets. Proactively analyzes the future impact of revisions. |

Standard II: Instructional Leadership

| Indicators | Ineffective | Area for Growth | Effective | Exemplary |
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| 2-A Maintains a culture of high expectations and challenge where learning and instructional time are maximized | Minimal or no evidence of maintaining a culture of high expectations and/or encouraging students to excel according to their strengths and interests. Minimal or no attempt to protect and/or monitor instructional time. | Some evidence of maintaining a culture of high expectations and/or encouraging students to excel according to their strengths and interests. Some attempt to protect and/or monitor instructional time. | Maintains a culture of high expectations where every student is encouraged to excel according to their strengths and interests. Protects and monitors instructional time at the system and classroom levels. | Collaboratively engages staff and students in maintaining a culture of high expectations where every student is encouraged to excel according to their strengths and interests. Engages staff in protecting and monitoring instructional time at the system and classroom levels. |

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| 2-B Ensures instruction and assessments are aligned to the approved standards and congruent with child development concepts | Minimal or no attempt to establish a comprehensive, rigorous, and/or coherent curricular program aligned to approved standards and child development concepts. | Some attempt to establish a comprehensive, rigorous, and/or coherent curricular program aligned to approved standards and child development concepts. | Establishes a comprehensive, rigorous, and coherent curricular program aligned to approved standards and child development concepts. | Establishes a comprehensive, rigorous, and coherent curricular program, aligned to approved standards and child development concepts. Ensures students recognize standards and can articulate their progress toward the target. |
| 2-C Ensures the delivery of authentic and culturally relevant content, instruction, and assessments | Minimal or no evidence of ensuring content and assessments are authentic, culturally relevant, and/or delivered using a variety of effective instructional strategies. | Some evidence of ensuring content and assessments are authentic, culturally relevant, and/or delivered using a variety of effective instructional strategies. | Ensures content and assessments are authentic, culturally relevant, and delivered using a variety of effective instructional strategies. | Builds staff capacity and collaboratively engages staff in ensuring content and assessments are authentic, culturally relevant, and delivered using a variety of effective instructional strategies. |
| 2-D Employs technology in teaching and learning | Minimal or no awareness or attempt to promote the use of effective and appropriate technologies that support teaching and learning. Minimal or no attempt to provide training on the use of available technologies. | Somewhat aware and some attempt to promote the use of effective and appropriate technologies that support teaching and learning. Some attempt to provide training on the use of available technologies. | Is aware and promotes the use of effective and appropriate technologies that support teaching and learning. Ensures staff members are trained on the use of available technologies. | Is aware, promotes, and models the use of effective and appropriate emerging technologies that support teaching and learning. Ensures staff members are trained on the use of available technologies. Seeks resources to add new and/or replace technologies. |
| 2-E Properly diagnoses and provides ongoing, salient, and actionable feedback to staff | Minimal or no attempt to hold staff accountable through inconsistent implementation of the district performance evaluation system. Limited or no ability to properly diagnose and/or provide ongoing, salient, and actionable feedback to staff. Little or no attempt to provide redirection and support to staff who are not meeting performance standards. | Some attempt to hold staff accountable through inconsistent implementation of the district performance evaluation system. Some ability to properly diagnose and/or provide ongoing, salient, actionable feedback to staff. Some attempt to provide redirection and support to staff who are not meeting performance standards. | Holds staff accountable through implementation of the district performance evaluation system. Properly diagnoses and provides ongoing, salient, and actionable feedback to staff. Provides redirection and support to staff who are not meeting performance standards. | Holds staff accountable through implementation of the district performance evaluation system. Properly diagnoses and provides ongoing, salient, and actionable feedback to staff. Provides redirection and support to staff who are not meeting performance standards. Creates opportunities for master teachers and/or lead staff to mentor and/or coach other staff as needed. |

Standard III: Culture of Professional Learning

| Indicators | Ineffective | Area for Growth | Effective | Exemplary |
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| 3-A Recruits, hires, and appropriately assigns effective staff | Minimal or no evidence of clear, appropriate, and transparent selection criteria and hiring processes. Minimal or no evidence of assessing needs and staff skills prior to hiring. Often misassigns staff. | Sometimes uses clear, appropriate, and transparent selection criteria and hiring processes. Sometimes assesses needs and staff skills prior to hiring. Appropriately assigns most staff. | Uses clear, appropriate, and transparent selection criteria and hiring processes. Assesses needs and staff skills prior to hiring. Appropriately assigns all staff. | Uses clear, highly effective, and transparent selection criteria and hiring processes that include teacher leaders and members of the leadership team. Assesses needs and staff skills prior to hiring, ensuring school has a full set of skills and approaches. Appropriately assigns all staff. |
| 3-B Provides emotional support to staff | Minimal or no attempt to show empathy or provide emotional support to staff. Is unaware of emotions and behaviors caused by change or stress. | Sometimes shows empathy and provides emotional support to staff. Provides some resources to assist staff in their emotional well-being. Some evidence of addressing emotions and behaviors caused by change or stress. Sometimes balances the need for improvement with the staff's ability to learn and develop new skills. | Shows empathy and provides emotional support to staff, while keeping student needs a priority. Provides resources to assist staff in their emotional well-being. Appropriately addresses emotions and behaviors caused by change or stress. Balances the need for improvement with the staff's ability to learn and develop new skills. | Shows empathy and makes emotional support to staff a priority, while keeping student needs a priority. Provides a variety of resources to assist staff in their emotional well-being. Appropriately addresses emotions and behaviors caused by change or stress. Inspires and motivates staff to manage and/or embrace change. Balances the need for improvement with the staff's ability to learn and develop new skills. |
| 3-C. Ensures on-going and differentiated professional learning to develop individual and collective efficacy | Minimal or no evidence of promoting and supporting professional learning for staff. Minimal or no attempt to provide additional resources to strengthen developing and/or underperforming staff. | Demonstrates limited ability to promote and support professional learning for staff, individually and/or collectively. Attempts to provide additional resources to strengthen developing and/or underperforming staff. | Promotes and supports on-going and differentiated professional learning for staff, individually and collectively. Collaborates with staff to develop a plan for success. Provides additional resources to strengthen developing and/or underperforming staff. | Promotes and supports on-going and differentiated professional learning for staff, individually and collectively. Collaborates with staff to develop a plan for success that integrates and aligns with the district's professional development plan. Provides a variety of additional resources to strengthen developing and/or underperforming staff. |

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| 3-D Provides systems for collaborative work to develop staff leadership skills and shared accountability | Minimal or no attempt to schedule and/or effectively implement professional learning communities. Minimal or no evidence of supporting staff in their leadership pursuits. Minimal or no attempt to engage staff in reflective dialogue. | Some attempt to schedule and/or effectively implement professional learning communities, with attempt to utilize the meetings to distribute leadership responsibilities. Some evidence of supporting staff in their leadership pursuits. Some attempt to engage staff in reflective dialogue. | Ensures regular scheduling and effective implementation of professional learning communities, utilizing the meetings to distribute leadership responsibilities. Builds leadership capacity by supporting staff in their leadership pursuits. Engages staff in reflective dialogue. | Ensures regular scheduling and effective implementation of professional learning communities, utilizing these meetings and other processes to distribute leadership responsibilities. Builds leadership capacity by empowering staff to pursue their leadership goals. Engages staff in ongoing reflective dialogue and celebrates accomplishments. |
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Standard IV: Climate and Culture

| Indicators | Ineffective | Area for Growth | Effective | Exemplary |
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| 4-A Demonstrates well developed interpersonal skill | Minimal or no attempt to select appropriate communication, facilitation, and/or problem-solving strategies to fit the setting or audience. Minimal or no evidence of respecting others' rights and/or their worth by listening, maintaining confidentiality, and/or affirming individual value. | Some attempt to select appropriate communication, facilitation, and/or problem-solving strategies to fit the setting or audience. Some evidence of respecting others' rights and/or their worth by listening, maintaining confidentiality, and/or affirming individual value. | Selects appropriate communication, facilitation, and problem-solving strategies to fit the setting and audience. Respects others' rights and their worth by listening, maintaining necessary confidentiality, and affirming individual value. | Selects appropriate communication, facilitation, and problem-solving strategies to fit the setting and the audience. Supports others in differentiating and tailoring communication to the setting. Respects others' rights and their worth by listening, maintaining necessary confidentiality, and affirming their individual value. Learns from and encourages dissenting voices to facilitate improvement, while maintaining a positive culture. |
| 4-B Ensures a culture defined by trust and productive relationships with school staff, district staff, and the school board | Minimal or no attempt to build trusting and productive relationships with the school board and/or staff members. Minimal or no evidence of facilitating and/or reinforcing staff agreements of professional norms and behaviors. Minimal or no attempt to resolve conflicts without escalation. | Some attempt to build trusting and productive relationships with the school board and/or staff members. Some evidence of facilitating and/or reinforcing staff agreements of professional norms and behaviors. Some attempt to resolve conflicts without escalation. | Builds trusting and productive relationships with the school board and staff members. Facilitates and reinforces staff agreements of professional norms and behaviors. Most conflicts are resolved without escalation. | Builds trusting and productive relationships with the school board and with and among staff members. Facilitates and reinforces staff agreements of professional norms and behaviors, engaging staff in team building activities. Conflicts are resolved without escalation. |

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| <p>4-C Ensures each student is known, valued, respected and is an active member of the learning community</p> | <p>Minimal or no attempt to put systems in place where students are known. Minimal or no evidence to create a learning environment where students are valued, respected, and their learning needs are addressed. Minimal or no attempt to put systems and practices in place that promote participation of all students.</p> | <p>Some attempt to put systems in place where students are known. Some evidence of creating a learning environment where students are valued, respected, and their learning needs are addressed. Some attempt to put systems and practices in place that promote participation of all students.</p> | <p>Ensures systems are in place where all students are known. Creates a learning environment where students are valued, respected, and their learning needs are addressed. Puts systems and practices in place that promote participation of all students.</p> | <p>Takes a genuine interest in all students. Creates a learning environment where students are valued, respected, and their learning needs are addressed. Builds collective capacity among the community and staff to ensure systems and practices are in place that promote participation of all students.</p> |
| <p>4-D Ensures each student has academic and social support in a safe, secure, emotionally protective, and healthy environment</p> | <p>Minimal or no attempt to assist staff in the identification of students' academic, social, emotional, and/or behavioral needs. Minimal or no evidence of collaboration with staff, families, and/or community to ensure all students have academic and social support. Minimal or no attempt to make the learning environment safe, secure, emotionally protective, and/or healthy.</p> | <p>Some attempt to assist staff in the identification of students' academic, social, emotional, and/or behavioral needs. Some evidence of collaboration with staff, families, and/or community to ensure all students have academic and social support. Some attempt to make the learning environment safe, secure, emotionally protective, and/or healthy.</p> | <p>Assists staff in the identification of all students' academic, social, emotional, and behavioral needs. Collaborates with staff, families, and community to ensure all students have academic and social support. Ensures the learning environment is safe, secure, emotionally protective, and healthy.</p> | <p>Assists staff in the identification of individual student's academic, social, emotional, and behavioral needs. Empowers staff, families, and community to ensure every student has academic and social support, resulting in high levels of student achievement. Ensures the learning environment for each student is safe, secure, emotionally protective, and healthy.</p> |

Standard V: Family and Community Engagement

| Indicators | Ineffective | Area for Growth | Effective | Exemplary |
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| 5-A Sustains positive relationships with families and caregivers | Minimal or no evidence of implementing systems or procedures to monitor and sustain positive collaborations and relationships with families/caregivers. Minimal or no attempt to initiate and/or respond to communication with families/caregivers. | Some evidence of implementing systems or procedures to monitor and sustain positive collaborations and relationships with families/caregivers. Some attempt to initiate and/or respond to communication with families/caregivers. | Implements systems and procedures to monitor and sustain positive collaborations and relationships with families/caregivers. Initiates and responds to communication with families/caregivers. | Implements multiple systems and procedures to monitor and sustain positive collaborations and relationships with families/caregivers, making creative links between increased voice and participation in the school and academic goals. Initiates and responds to communication with families/caregivers. |
| 5-B Collaborates regularly and sustains productive relationships with community stakeholders | Minimal or no attempt to initiate and/or respond to opportunities for collaborations with community stakeholders. Minimal or no attempt to put procedures in place for monitoring and sustaining community relationships. | Some attempt to initiate and/or respond to opportunities for collaborations with community stakeholders. Some attempts to put procedures in place for monitoring and sustaining community relationships. | Initiates and responds to opportunities for collaborations with community stakeholders. Systems and procedures are in place for monitoring and sustaining community relationships. | Initiates and responds to multiple and varied opportunities for partnerships with community stakeholders. Systems and procedures are in place for monitoring and sustaining community relationships and for establishing new partnerships to support school and district goals. |
| 5-C Promotes understanding, appreciation, and use of diverse cultural, ecological, social, political, and intellectual resources within the community | Minimal or no attempt to engage staff and/or students in learning and understanding the diverse cultural, ecological, social, political, and/or intellectual resources within the community. | Some attempt to engage staff and/or students in learning and understanding the diverse cultural, ecological, social, political, and/or intellectual resources within the community. | Engages staff and students in learning, understanding, and appreciation of the diverse cultural, ecological, social, political, and intellectual resources within the community. | Engages staff, students, families, and other stakeholders in learning, understanding, and appreciation of the diverse cultural, ecological, social, political, and intellectual resources within the community, leveraging partnerships in promoting these efforts. |

Standard VI: Operations and Management

| Indicators | Ineffective | Area for Growth | Effective | Exemplary |
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| 6-A Connects management operations and resources to the district and school vision, relevant laws, and district policies | Minimal or no attempt to responsibly obtain, allocate, and/or connect resources to the district and school vision, relevant laws, and district policies. Minimal attempt to ensure compliance with federal and state mandates. | Some attempt to responsibly obtain, allocate, and/or connect resources to the district and school vision, relevant laws, and district policies. Some attempt to ensure compliance with federal and state mandates. | Responsibly obtains, allocates, and connects resources to the district and school vision, relevant laws, and district policies. Ensures compliance with federal and state mandates. | Responsibly obtains, allocates, and connects resources to the district and school vision, relevant laws, and district policies. Builds staff capacity to do the same. Ensures compliance with federal and state mandates, evaluating the legal and ethical consequences of decisions. |
| 6-B Employs research-based systems of performance management with staff and students | Minimal or no attempt to develop and/or implement research-based systems of performance management with staff and students. Minimal or no attempt to monitor and/or evaluate behavioral data. | Some attempt to develop and/or implement research-based systems of performance management with staff and students. Some attempt to monitor and/or evaluate behavioral data. | Develops and implements research-based systems of performance management with staff and students. Monitors and evaluates behavioral data to ensure interventions are effective. | Collaborates with staff and students to develop and implement research-based systems of performance management. Builds staff and student capacity to monitor and evaluate behavioral data to ensure interventions are effective. |
| 6-C Monitors and evaluates all aspects of operations using data systems that provide information on effect and impact | Minimal or no evidence of monitoring routines, processes, and procedures. Minimal or no attempt to collect and/or analyze data to identify and plan for areas of improvement. | Some evidence of monitoring routines, processes, and procedures to gauge their effectiveness. Some attempt to collect and/or analyze data to identify and plan for areas of improvement. | Monitors routines, processes, and procedures to gauge their effectiveness. Collects and analyzes data to identify and plan for areas of improvement. | Collaborates with staff in monitoring routines, processes, and procedures to gauge their effectiveness. Collects and analyzes data from multiple sources to identify and plan for areas of improvement. |
| 6-D Uses technology to improve operation | Minimal or no attempt to use technology to create efficiencies in routines, processes, and procedures. | Some attempt to use technology to create efficiencies in routines, processes, and procedures. | Uses different forms of technology to create efficiencies in routines, processes, and procedures. | Builds staff capacity to use different forms of technology to create efficiencies in routines, processes, and procedures. |
| 6-E Develops and manages budgets effectively | Minimal or no attempt to develop, implement, and/or modify budgets to align with school and district priorities and create an effective learning environment. | Some attempt to develop, implement, and/or modify budgets to align with school and district priorities and create an effective learning environment. | Develops, implements, and modifies budgets that align with school and district priorities and create an effective learning environment. | Collaborates with staff to develop, implement, and modify budgets that align with school and district priorities and create an effective learning environment. |