

Eugene School District 4J
INSTRUCTIONAL ADMINISTRATOR RUBRIC AT A GLANCE
6 Standards, 27 Indicators
Aligned with the 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

Effective Administrator Standards

Standard I: Visionary Leadership

- A. Collaboratively develops, implements, and promotes a shared vision and mission for quality teaching and learning that aligns with the district's vision
- B. Collects and uses data to identify goals, assess effectiveness, and promote learning
- C. Creates, implements, and monitors continuous and sustainable progress through an improvement plan

Standard II: Instructional Leadership

- A. Maintains a culture of high expectations and challenge where learning and instructional time are maximized
- B. Ensures instruction and assessments are aligned to the approved standards and congruent with child development concepts
- C. Ensures the delivery of authentic and culturally relevant content, instruction, and assessments
- D. Employs technology in teaching and learning
- E. Properly diagnoses and provides ongoing, salient, and actionable feedback to staff

Standard III: Culture of Professional Learning

- A. Recruits, hires, and appropriately assigns effective staff
- B. Provides emotional support to staff
- C. Ensures on-going and differentiated professional learning to develop individual and collective efficacy
- D. Provides systems for collaborative work to develop staff leadership skills and shared accountability

Standard IV: Climate and Culture

- A. Demonstrates well developed interpersonal skills
- B. Ensures a culture defined by trust and productive relationships with school staff, district staff, and the school board
- C. Ensures each student is known, valued, respected and is an active member of the learning community
- D. Ensures each student has academic and social support in a safe, secure, emotionally protective, and healthy environment

Standard V: Family and Community Engagement

- A. Sustains positive relationships with families and caregivers
- B. Collaborates regularly and sustains productive relationships with community stakeholders
- C. Promotes understanding, appreciation, and use of diverse cultural, ecological, social, political, and intellectual resources within the community

Standard VI: Operations and Management

- A. Connects management operations and resources to the district and school vision, relevant laws, and district policies
- B. Employs research-based systems of performance management with staff and students
- C. Monitors and evaluates all aspects of operations using data systems that provide information on effect and impact
- D. Uses technology to improve operations
- E. Develops and manages budgets effectively