LINCOLN COUNTY SCHOOL DISTRICT ADMINISTRATOR RUBRIC

Indicators may include, but are not limited to those listed under each standard. Listed indicators are examples.

STANDARD 1 – Visionary Leadership

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.

LCSD LEADERSHIP STANDARDS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
A. Collaboratively develops and implements a shared vision and mission	The vision or mission for the school and what the school stands for is not fully developed.	The majority of staff and students understand the vision and mission of the school	All staff and students understand the vision and mission of the school. The vision and mission guide school practices.	Characteristics and qualities of the school's mission and vision are highly evident throughout the school community. The vision and mission drive school practices.
Indicators: •Site council/Staff meeting minutes •Parent/Community/staff surveys •Community meetings/outreach •Website/Publication •Communication •100-day plan				
B. Collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning	Inconsistently uses data to assess the school's strengths and areas for improvement to inform the creation of focused, measureable school and district goals. Decisions are not always data-driven.	Uses data to accurately assess the school's strengths and areas for improvement to inform the creation of focused, measureable school and district goals.	Actively uses data to accurately assess the school's strengths and areas for improvement to inform the creation of focused, measureable school and district goals.	Actively uses, and empowers others in the use of data to accurately assess the school's strengths and areas for improvement to inform the creation of focused, measureable school and district goals as evidenced by student achievement.
Indicators: •Data included in administrator SLO •Visible alignment between school goals and data (SIP) •Data team meetings •PLC/PD •100-day plan				
C. Creates and implements plans to achieve goals	Staff have little understanding of goals or effective methods or activities to achieve them.	School and staff goals are communicated effectively and methods and activities to achieve goals are well understood by most staff.	School and staff goals are communicated effectively and methods and activities to achieve goals are well understood and implemented by all staff.	School and staff goals are communicated effectively and staff are motivated and empowered to implement methods and activities to achieve goals.
Indicators: •Shares with stakeholders at community meetings •Staff meeting minutes re: goals, planning, progress, etc. •Site Council •100-day plan				
D. Promote continuous and sustainable improvement	Does not develop effective plans and processes for implementing the vision.	Develops plans and processes for implementing the vision by doing some of the following: articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, ensuring appropriate use of student assessments, supporting innovation, delegation of responsibility, developing leadership in others, and securing needed resources.	Develops plans and processes for implementing the vision by doing all of the following: articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, ensuring appropriate use of student assessments, supporting innovation, delegation of responsibility, developing leadership in others, and securing needed resources.	Develops plans and processes for implementing the vision by doing all of the following: articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, ensuring appropriate use of student assessments, supporting innovation, delegation of responsibility, developing leadership in others, and securing needed resources amongst shared leadership within a highly motivated staff.

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Indicators:				
•Staff/PLC agendas •Data team observations •Distributed leadership/PD for developing leadership capacity •Long-term budget planning •Staffing/master schedule planning •100-day plan				
E. Monitors and evaluates progress and revises plans accordingly	Does not use multiple data sources to evaluate educator and school performance. Occasionally provides educator teams with disaggregated data and assists faculty in identifying areas that need additional support.	Uses multiple data sources to evaluate educator and school performance. Occasionally provides educator teams with disaggregated data and assists faculty in identifying areas that need additional support.	Consistently uses multiple data sources to evaluate educator and school performance. Regularly provides educator teams with disaggregated data and assists faculty in identifying areas that need additional support.	Engages staff in consistently uses multiple data sources to evaluate educator and school performance. Provides educator teams with disaggregated data and a comprehensive diagnosis leading to a results-orientated strategic plan.
Indicators:				
•Progress monitoring/Benchmark testing •Staff/PLC agendas •Mid-year SLO conferencing •Data teams •PLC •Staff Observation				

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STANDARD 2 – Instructional Improvement

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional growth plans for staff.

LCSD LEADERSHIP STANDARDS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
A. Nurtures and sustains a culture of collaboration, trust, learning and high expectations	Does not foster an atmosphere of trust and is unapproachable. Has inconsistent expectations for staff and student performance.	Fosters an atmosphere of trust and is approachable by staff and students. Has consistent expectations for staff and student performance.	Fosters an atmosphere of trust and is approachable by staff and students. Has consistently high expectations for staff and student performance.	Models collaboration. Fosters an atmosphere of trust and is approachable by staff and students. Staff and students feel safe to take learning risks. Staff and students have consistently high expectations for their performance.
Indicators: •Observation of teacher feedback delivery •Observation notes •Staff survey/school climate results •Talent-Ed comments •Staff request feedback on instructional practices				
B. Creates a comprehensive, rigorous and coherent curricular program	Follows the current curricular program.	Monitors the curricular program.	Consistently and effectively monitors the curricular program to ensure continued rigor.	Models high expectations of rigor for all curricular programs. Empowers staff to monitor and improve curriculum related to teaching assignments.
Indicators: •Data/Learning teams •Student data/evidence •Materials evaluations •Pacing guides/curriculum maps •Grade level alignment (vertical/departmental)				
C. Creates a personalized and motivating learning environment for students	Inconsistently monitors the learning environment for students.	Monitors and nurtures the learning environment for all students.	Consistently and effectively monitors and nurtures the success of every student.	Models a genuine interest in the personal success of every student. Creates a school culture which is motivating for staff and students.
Indicators: •Student/parent/staff surveys •Recognition of student & staff achievement (assemblies, PBIS, etc.) •Observation of interaction with students and staff				
D. Ensures the development of assessment and accountability systems to monitor student progress	Inconsistently supports the PLC process and often uses the PLC time for other needs.	Promotes and supports the use of PLC time to develop common assessments, create interventions, and develop rubrics.	Consistently and effectively promotes and supports the use of PLC time to develop common assessments, create interventions, and develop rubrics.	Consistently and effectively promotes and supports the use of PLC time to develop common assessments, create interventions, and develop rubrics, as evidenced by student achievement.
Indicators: •100-day plan for implementation of PD/PLC time •CFAs, common rubrics, meeting notes •Collaboratively scored work samples •Progress monitoring schedule				
E. Develops the instructional and leadership capacity of staff	Inconsistently supports professional development and leadership opportunities. Professional development is unconnected to student or staff needs. PLC meetings are not effective, norms and protocols are not consistently followed.	Collaborates in PLC meetings, links professional development to student and staff needs and actively supports teachers in their pursuit of leadership opportunities	Consistently and effectively collaborates in PLC meetings, links professional development to student and staff needs and actively supports teachers in their pursuit of leadership opportunities.	Consistently and effectively collaborates in PLC meetings, links professional development to student and staff needs and empowers teachers to pursue leadership opportunities.

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Indicators:			
•Staff/PLC agendas •Data team observations •Distributed leadership/PD for developing leadership capacity •Provides building-and teacher-specific PD			
F. Promotes the use of the most effective and appropriate technologies to support teaching and learning	Inconsistently provides training on the use of technologies for the improvement of instruction. Does not model the effective use of technology and best practices as reflected in staff meetings, observations and conversations.	Seeks and provides training on the use of technologies for the improvement of instruction. Models the effective use of technology and best practices as reflected in staff meetings, observations and conversations.	Consistently and effectively seeks and provides training on the use of technologies for the improvement of instruction. Models the effective use of technology and best practices as reflected in staff meetings, observations and conversations.	Consistently and effectively seeks and provides training on the use of technologies for the improvement of instruction. Is an example of the effective use of technology and best practices as reflected in staff meetings, observations and conversations.
Indicators:			
•Pinnacle training •Hardware/software training •Collaboration with district technology coach •Integrated use of technology in meetings			
G. Monitors and evaluates the impact of instruction	Inconsistently monitors the quality, fidelity, and rigor of instructional practices.	Monitors the quality, fidelity, and rigor of instructional practices.	Consistently and effectively monitors the quality, fidelity, and rigor of instructional practices.	Consistently and effectively monitors the quality, fidelity, and rigor of instructional practices and empowers staff to do the same.
Indicators:			
•Talent-Ed evaluation cycle •iWalkthrough cohort •Program/curriculum observation rubrics, staff generated observation rubrics			

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STANDARD 3 – Effective Management

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.

LCSD LEADERSHIP STANDARDS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
A. Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources	Resource allocations may not align with the vision for the school. Resources are not used effectively and responsibly.	Resource allocations are aligned with the vision for the school. Resources are used effectively and responsibly.	Resource allocations are prioritized to align with the school's vision. Resources are efficiently and responsibly used. The educational leader is innovative in obtaining additional resources.	Resource allocations and expenditures enhance and promote the school's vision. The educational leader builds and promotes staff capacity to obtain additional resources which directly impact student achievement.
Indicators: •Collaboration with district IT department •Long-term budget planning •Grant-writing •Area meetings •Regular budget review				
B. Promotes and protects the welfare and safety of students and staff	Communicates safety and behavior expectations inconsistently to staff and students.	Clearly communicates safety and behavior expectations to staff and students. Reinforces expectations.	Clearly and consistently communicates safety and behavior expectations to staff and students. Creates systems to reinforce expectations.	Clearly communicates and collaborates with staff and students in establishing building safety plans and behavior guidelines that promote student achievement. Staff and students can articulate the importance of expectations.
Indicators: •Monthly safety meeting/drill schedule •Staff meeting minutes/agendas •Core behavior instruction •Student/staff conversations •Collaboration with district and community partners •Student/parent handbook				
C. Ensures teacher and organizational time is focused to support quality instruction and student learning	Instructional time for core content varies from classroom to classroom.	Instructional time for core content is consistent from classroom to classroom.	Ensures that instructional time is focused and protected to support quality, intensity and student learning.	Ensures that all teacher and instructional time is focused and protected to support quality instruction and student learning. Engages staff in planning instruction in order to maximize time available which leads to high levels of student achievement.
Indicators: •Master schedule planning/bell schedule •Intervention schedule planning •Observation notes				

STANDARD 4 – Inclusive Practice

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity and excellence, and to promote communication among diverse groups.

LCSD LEADERSHIP STANDARDS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
A. Collects and analyzes data pertinent to student equity and achievement gaps	Uses data resources which do not represent the full picture of school performance and does not analyze the data accurately.	Identifies and uses multiple data resources which represent the full picture of school performance and analyzes the data accurately.	Consistently and effectively identifies and uses multiple data resources which represent the full picture of school performance and analyzes the data accurately.	Consistently and effectively identifies and uses multiple data resources which represent the full picture of school performance and analyzes the data accurately. The results have a direct impact on student achievement.
Indicators: •SIP •Benchmark/progress monitoring data •Staff/student/community surveys				
B. Understands and integrates the community's diverse cultural, social and intellectual resources	Misunderstands and/or inconsistently integrates the community's diverse cultural, social and intellectual resources.	Understands and integrates the community's diverse cultural, social and intellectual resources.	Deeply understands and consistently integrates the community's diverse cultural, social and intellectual resources.	Deeply understands and consistently includes staff and students in integrating the community's diverse cultural, social and intellectual resources.
Indicators: •Cultural events integrated into school day •Communication with local business/social/parent groups •Family nights representative of entire school population				
C. Builds and sustains positive and productive relationships with all stakeholders and involves them in school decision making processes	Rarely visible to the public, staff and students. No partnerships exist to support students and staff. Leader is unresponsive to stakeholder needs and does not involve them in school decision making.	Visible to the public, staff and students. Partnerships exist to support students and staff. Leader is responsive to stakeholder needs and involves them in school decision-making processes.	Highly visible to the public, staff and students. Partnerships exist and are effective in supporting students and staff. Leader is responsive to stakeholder needs and consistently involves them in school decision-making processes.	Highly visible to the public, staff and students. Partnerships exist and are effective in supporting students and staff. Leader is responsive to stakeholder needs. Proactively seeks community partnerships that effect student achievement and school decision-making.
Indicators: •Involvement in community events •Diverse site-council •Participate in service/community organizations •Boosters				

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STANDARD 5 – Ethical Leadership

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.

LCSD LEADERSHIP STANDARDS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
A. Demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions to promote such respect	Occasionally engages in unprofessional behavior.	Maintains appropriate confidentiality and integrity.	Maintains a professional demeanor, demonstrates integrity, models ethical behavior, and contributes to the profession.	Is a role model who consistently demonstrates integrity, fairness, and ethical behavior; proactively contributes to the development of others and provides service to the profession.
Indicators: •Staff/community surveys •Transparency in budgeting, staffing, schedule, etc. •Staff meeting/site council minutes •Staff notebook/handbook, staff memos				
B. Demonstrates behaviors that are honest, transparent and consistent	Lack of sound judgment reflecting integrity and fairness and/or does not adequately protect student, family, and/or staff confidentiality.	Generally exercises sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect student, family, and staff confidentiality appropriately.	Reliably exercises sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately; and has the same expectations for staff.	Is a model of sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately. Has the same expectations for staff.
Indicators: •Staff/community surveys •Transparency in budgeting, staffing, schedule, etc. •Staff meeting/site council minutes •Staff notebook/handbook, staff memos				
C. Ensures a system of accountability for every student's academic and social success	Supports staff and families to identify student needs and necessary support systems resulting in minimal success.	Works with staff and families to identify student needs and necessary support systems, resulting in student success.	Models the identification of each student's academic, social, emotional and behavioral needs. Collaborates with families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school, resulting in student success.	Models the identification of each student's academic, social, emotional and behavioral needs. Empowers staff, students and families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school, resulting in high levels of student achievement.
Indicators: •SST meetings/process •Collaboration with SBHC, HELP, LCMH,LIFT, etc. •Plan for translators/interpreters •Parent/teacher conferences •Family advocate role				

STANDARD 6 – Socio-Political Context

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

LCSD LEADERSHIP STANDARDS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
A. Advocates for children and families	Advocates for children and families with inconsistent results.	Advocates for children and families resulting in some student successes	Models advocacy for children, families resulting in student successes.	Empowers staff, children, families to advocate for themselves resulting in high levels of student achievement.
Indicators: •Family advocate •Participate in Family advocacy meetings (Seashore, Family Promise, HELP, LIFT, LCMH, Behrens Foundation, Angels Anonymous or other district, county or local agencies)				
B. Acts to influence local, district, state and national decisions affecting student learning	Attends to local factors (within the school or district) that influence student success.	Attends to local factors (within the school and district) that influence student success, and is aware of larger political, social or economic context.	Attends to and takes an active role in political, social, economic, legal and cultural factors and their influence on school and student success.	Attends to and takes an active role in terms of studying the factors and their influence on student success, taking an active advocacy role and leading efforts to influence a change in the factors through funding, legislation or educating others.
Indicators: •COSA, MWEC, Rotary, City Council, Boosters, Chamber of Commerce				
C. Accesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies	Is aware of emerging trends but does not adjust leadership strategies accordingly.	Is aware of emerging trends and makes attempts to adjust leadership strategies accordingly.	Has a complete understanding of emerging trends and is able to successfully adapt leadership strategies to maximize effects on student learning.	Has an in-depth understanding of emerging trends and is able to effectively adapt leadership strategies. Is a catalyst for positive change in the district.
Indicators: •Attending conferences, sharing information •Collaborating at area and grade level meetings •Knowledgeable/Share information from recent research, articles, etc.				

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