



Administrator Standards Evaluation Rubric

Morrison Academy Administrator Standards of Professional Practice:

1. **VISIONARY LEADERSHIP:** Develop and implement a vision aligned with the Vision, Core Values and VFOL statements.
2. **COMMUNICATION:** Maintain effective communications with all constituencies.
3. **ORGANIZATIONAL ADMINISTRATION:** Oversee the stewardship of resources in accordance with the School Improvement Plan, policies, and procedures.
4. **PROFESSIONALISM:** Positively contribute to the school and is a productive member of the professional learning community.
5. **PROFESSIONAL LEARNING:** Pursue and applies professional development identified through reflective practice.
6. **CORE VALUES:** Model Morrison's core values as reflected in the philosophy and policy and procedure.

Goal: To have evidence which supports the *Meet* and/or *Exemplary* benchmarks. If not, develop strategies with the Superintendent to ensure the standard is being met.

Descriptors for Benchmark:

- Does Not Meet – No evidence to support meeting benchmark
- Meets –Clear evidence to support meeting benchmark
- Exemplary – Evidence to support meeting benchmark in MEETS column plus EXEMPLORY column

Administrator Standards Evaluation Rubric

		DOES NOT MEET	MEETS	EXEMPLARY
1.1	Develops a vision aligned with the Vision, Core Values and VFOL statements.	Recognizes the need for a vision, but development of the vision is in the preliminary stages.	Develops an effective vision that provides clear direction and supports the Board's Vision, Core Values and VFOL.	Collaboratively develops an effective, compelling vision that promotes cohesion and supports the Board position statements. Maintain a system to reflect and refine that vision.
1.2	Implements activities to cultivate that vision	Planning and implementation of these activities are in their preliminary stages.	Plans activities to cultivate the vision and ensure day-to-day decisions are aligned with the vision.	Infuses the vision into all decisions and align all systems with the vision. Use data to assess achievement of the vision and adjust implementation plans.
2.1	Communicates effectively	Communication is sometimes inaccurate or inappropriate, disorganized or confusing.	Normally communicates (written and oral) in an accurate, clear, well-organized and effective manner.	Consistently demonstrates mastery of oral, written and non-verbal communication skills. Routinely assesses the audiences' level of understanding.
2.2	Models two-way communication	Is often unavailable, autocratic, or slow to reply to suggestions	Is available, considers other people's opinions, and responds in a timely manner.	Is a strong visible presence, consistently considers other opinions, normally responds within one school day, and models respectful, caring, and open communication.

Administrator Standards Evaluation Rubric

3.1	Allocates resources to support the SIP.	Recognizes the importance of linking resources allocation and SIP.	Allocates time, PD, finances, and personnel resources in accordance with the SIP priorities.	Demonstrates wise stewardship of the school's resources to support student learning, and close SIP gaps.
3.2	Administers budget, facilities, and time resources	Inconsistently monitors finances, facilities, and calendar so that the program is adversely affected.	Effectively administers budget, facilities, calendar, and schedule in accordance with policies and procedures so that programs operate smoothly and efficiently.	Enhances financial, facility, and time control systems in order to expand the resources available for the academic program.
4.1	Promotes professional practice	Rarely observes teachers/staff and lacks knowledge of quality professional practices.	Observes, evaluates and talks with teachers/staff about professional practices.	Effectively observes, evaluates, and provides frequent feedback that is relevant, individualized and meaningful. This often inspires teachers/staff towards enhanced professional practice.
4.2	Promotes a professional learning community	Relationships with some teachers/staff are characterized by distrust or unprofessional behavior.	Promotes an atmosphere of trust and professionalism.	Is widely recognized for fostering an exemplary learning environment characterized by mutual trust and professionalism.
4.3	Provides instructional leadership (Principals only)	Sporadically monitors teacher delivery of the curriculum	Knows quality instruction and routinely observes instruction to evaluate curriculum delivery.	Systematically observes instruction and provides constructive support for enhancing professional practice.
4.4	Evaluates student learning (Principals only)	Sporadically monitors student academic performance.	Routinely monitors student academic performance.	Systematically evaluates academic performance data to ensure student achievement.

Administrator Standards Evaluation Rubric

5.1	Reflects and self-assesses	Reluctant or unable to accurately self-assess or to respond to constructive feedback.	Accurately self-assesses and talks with supervisor about professional goals.	Routinely initiates investigation in best practices and research.
5.2	Models lifelong learning	Does not sustain change in instructional practices without on-going supervision or coaching support.	Takes responsibility for his/her own professional learning goal setting and implementation.	Demonstrates a lifestyle of professional learning and conducts training sessions and/or coaches colleagues in attaining their goals.
6.1	Knows the Truth	Recognizes that absolute truth is revealed in the Bible, but often fails to apply that truth.	Behaves in a manner consistent with God's Truth and has a genuine Christian testimony.	Able to teach God's truth and lead people to experience God's transforming power.
6.2	Inspires students and staff in Christian faith and living	Words and actions inconsistently model a Christian lifestyle.	Consistently models personal faith and encourages staff to foster godly character in their students.	Consistently models dynamic personal faith and empowers staff to effectively lead their students to Christ.
6.3	Educates the Whole Person	Rarely participates in or attends co-curricular activities unless required to do so.	Contributes to co-curricular activities with students and participates in faculty, student, and community events at school.	Creates, develops, or is highly active in co-curricular activities and school functions, going well beyond the expected or required.
6.4	Fulfills the Great Commission	Rarely participates in Christian service events or does not actively participate in a local church.	Is involved in Christian service events and maintains a positive Christian testimony in all dealings with members of the local community.	Is involved in training and leading Christian service events and demonstrates a passionate love for God.

Administrator Standards Evaluation Rubric

6.5	Partners with Parents	Considers parents a necessary nuisance and does not actively pursue a positive relationship with them.	Cultivates constructive relationships between the school and parents and encourages parents to engage in their children's school activities.	Facilitates peaceful reconciliation whenever conflicts arise between students, parents or staff. Facilitates high levels of parent volunteerism and participation in school programs.
6.6	Cultivates a Caring Community	Generally maintains a negative outlook and conveys this to others. Speaks negatively about the school and undermines colleagues.	Consistently demonstrates a professional and positive demeanor, characterized by friendliness, energy, and looking for positive solutions.	Instrumental in cultivating a caring climate in the school and demonstrating generous service to others within the community.