

The University of North Carolina at Charlotte Department of Educational Leadership

MSA Program Electronic Evidence 5: School Culture and Safety Scoring Rubric

Name of Evidence: School Culture and Safety Audit and Action Plan

Element/ Descriptors Addressed	Emerging/Developing (Marginal but Not Acceptable)	Proficient (Acceptable)
<p>Cultural Leadership- The school executive will understand and act on the understanding of the important role a school's culture plays in contributing to the exemplary performance of the school.</p> <p>3a1. Designs strategies for achieving a collaborative and positive work environment within the school</p> <p>3a3. Utilizes data gained from the <i>Teacher Working Conditions Survey</i> and other sources to identify perceptions of the work environment</p> <p>3b1. Uses shared values, beliefs and a shared vision to promote a school culture of learning and success</p> <p>3c1. Works with others to use established criteria for performance as the primary basis for reward and recognition</p> <p>3d2. Identifies strategies for developing a sense of well-being among staff, students and parents/guardians</p>	<p>To achieve <i>Emerging / Developing status</i>, the candidate demonstrates in his/her artifacts an understanding of the importance of school culture and safety plays in exemplary school performance. He/she can answer questions at a very concrete level about school culture and safety issues related to this topic. The quality of these artifacts is acceptable. There are one or more areas that need to be improved.</p>	<p>To achieve <i>Proficient</i> status, the candidate's artifacts demonstrate knowledge of virtually all the best practices and develop very good, comprehensive, and concrete plans to involve teachers, students and parents to develop shared vision, values and goals to define the identity and culture of the school. The quality of these artifacts is very good to excellent. There are no areas that are not judged to be acceptable. He/she demonstrates skills expected of a beginning principal.</p>
<p>Managerial Leadership-The school executive effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement.</p> <p>5b1. Works with others to resolve problems and /or areas of conflict within the school in ways that improve student achievement.</p>	<p>To achieve <i>Emerging / Developing status</i>, the candidate demonstrates in his/her artifacts knowledge of most of the best established structures and processes to resolve conflict. The quality of these artifacts is at least acceptable/good. There are one or more areas that need to be improved.</p>	<p>To achieve <i>Proficient</i> status, the candidate's artifacts demonstrate knowledge of virtually all the best practices and develop very good, comprehensive, and concrete plans to involve teachers in conflict resolution in ways that improve student achievement. The quality of these artifacts is very good to excellent. There are no areas that are not judged to be acceptable. He/she demonstrates skills expected of a beginning principal.</p>
<p>Micro-political Leadership-The school executive develops systems and relationships to leverage staff expertise and</p>	<p>To achieve <i>Emerging / Developing status</i>, the candidate demonstrates in his/her artifacts knowledge of most of</p>	<p>To achieve <i>Proficient</i> status, the candidate's artifacts demonstrate knowledge of</p>

<p>influence in order to affect the school's identity, culture, and performance.</p> <p>7a1. Works with others to build systems and relationships that utilize the staff's diversity, ideological differences, and expertise to realize the school's goals.</p>	<p>the best practices to identify and assess school culture and performance as well as employ the diverse abilities of the staff to achieve school goals and objectives. The quality of these artifacts is at least acceptable/good. There are one or more areas that need to be improved.</p>	<p>virtually all the best practices and develops very good, comprehensive, and concrete plans to involve teachers and employ their diverse abilities in developing systems and relationships to leverage staff expertise. The quality of these artifacts is very good to excellent. There are no areas that are not judged to be acceptable. He/she demonstrates skills expected of a beginning principal.</p>
--	---	---