

The University of North Carolina at Charlotte Department of Educational Leadership

MSA Program Electronic Evidence 6: School Improvement Scoring Rubric

Name of Evidence: Comprehensive School Improvement Planning Review and Engagement Project

Element/ Descriptors Addressed	Emerging/Developing (Marginal but Not Acceptable)	Proficient (Acceptable)
<p><b>Strategic Leadership</b> – This performance assessment requires an evaluation of the role of teachers and staff in making decisions and exercising leadership in and about the instructional process of the school. The candidate will make recommendations for improvement.</p> <p><b>1a1.</b> Works with others to develop a shared vision and strategic goals for student achievement that reflect high expectations for students and staff.</p> <p><b>1a2.</b> Maintains a focus on the vision and strategic goals throughout the school year. .</p> <p><b>1c1.</b> Works with others to incorporate principles of continuous improvement and 21st century concepts into the SIP.</p> <p><b>1c2.</b> Works with others to systematically collect, analyze, and use data regarding the school's progress toward attaining strategic goals and objectives.</p>	<p>To achieve <i>Emerging / Developing status</i>, the candidate demonstrates in his/her artifacts knowledge of most of the structures, processes, and practices needed to implement a school strategic planning system to foster continuous improvement, including systematically collecting, analyzing, and using data for decision-making. He/she can answer questions at a very concrete level about leadership issues related to this topic. The quality of these artifacts is at least good, but they do not yet reflect the quality of work expected of a beginning principal. <b>There are at least one or more areas that need to be improved.</b></p>	<p>To achieve <i>Proficient</i> status, the candidate demonstrates in his/her artifacts virtually all of the structures, processes, and practices needed to implement a school strategic planning system to foster continuous improvement, including systematically collecting, analyzing, and using data for decision-making. The quality of these artifacts is very good to excellent. <b>There are no areas that are not judged to be acceptable.</b> He/she demonstrates skills expected of a beginning principal.</p>
<p><b>Cultural Leadership</b> – The school executive understands and acts on the understanding of the positive role that a collaborative work environment can play in the school's culture. The school executive develops a sense of efficacy and empowerment among staff which influences the school's identity, culture, and performance.</p> <p><b>3b2.</b> Works with others to address diversity and equity as the school develops, monitors, and adjusts the SIP.</p>	<p>To achieve <i>Emerging / Developing status</i>, the candidate demonstrates in his/her artifacts knowledge of most of the factors, processes, and practices that school leaders, in concert with the School Improvement Team, should consider in addressing diversity, equity, and the culture of the school, including how to address these in the School Improvement Plan. The quality of these artifacts is at least acceptable/good. He/she can answer questions at a very concrete level about leadership issues related to this topic. <b>There</b></p>	<p>To achieve <i>Proficient</i> status, the candidate demonstrates in his/her artifacts virtually all of the factors, processes, and practices that school leaders, in concert with the School Improvement Team, should consider in addressing diversity, equity, and the culture of the school, including how to address these in the School Improvement Plan. The quality of these artifacts is very good to excellent. He/she demonstrates skills expected of a beginning principal. <b>There are no areas that are not judged to be acceptable.</b></p>

	<p>are at least one or more areas that need to be improved.</p>	
<p><b>External Leadership</b> – This performance assessment requires an evaluation of the candidate’s knowledge of school leadership and management practices and the demonstrated skills required to comply with federal, state, and district mandates.</p> <p><b>6b2.</b> Continually assesses the progress of district initiatives and reports results to district-level decision-makers</p> <p><b>6b3.</b> Works with others to implement district initiatives directed at improving student achievement.</p>	<p>To achieve <b>Emerging / Developing status</b>, the candidate demonstrates in his/her artifacts knowledge of most legally mandated education initiatives in effect in North Carolina at the state and district level and how they have affected School Improvement Plans in at least two schools. (6b3-1). The candidate demonstrates via electronic evidence a beginning, basic (minimum) ability to implement the strategies and practices required to improve student learning in a school. He/she identifies and describes the minimum appropriate leadership practices needed to enhance student learning but it lacks the depth, specificity, and comprehensiveness expected. The candidate can answer questions at a very concrete level about leadership issues related to this topic. While the work product quality is minimally acceptable, it does not yet reflect the quality and thoroughness expected of a beginning principal. . <b>There are at least one or more areas that need to be improved.</b></p>	<p>To achieve <b>Proficient</b> status, the candidate demonstrates in his/her artifacts knowledge of virtually all legally mandated education initiatives in North Carolina at the state and district level and how they have affected School Improvement Plans in at least two schools. (6b3-1). The candidate demonstrates via electronic evidence a broad, thorough, detailed ability to improve student learning in a school and his/her work addresses most of the currently recommended strategies and practices required to improve learning in a school. He/she very effectively identifies and describes the appropriate and essential leadership practices performed to enhance student learning in the school. The quality of these artifacts is very good to excellent. He/she demonstrates skills of a beginning principal. <b>There are no areas that are not judged to be acceptable.</b></p>