

NORTH CAROLINA SCHOOL EXECUTIVE EVALUATION RUBRIC

Preservice Candidates

Standard 1: Strategic Leadership

School executives will create conditions that result in strategically re-imagining the school’s vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

1a. School Vision, Mission and Strategic Goals: The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
Understands the attributes, characteristics, and importance of school vision, mission, and strategic goals; and can apply this understanding to the analysis and critique of existing school plans.	AND Develops his/her own vision of the changing world in the 21 st century that schools are preparing children to enter.	AND Works with others to develop a shared vision and strategic goals for student achievement that reflect high expectations for students and staff. Maintains a focus on the vision and strategic goals throughout the school year.	AND Designs and implements collaborative processes to collect and analyze data, from the <i>North Carolina Teacher Working Conditions Survey</i> and other data sources, about the school’s progress for the periodic review and revision of the school’s vision, mission, and strategic goals.	

1b. Leading Change: The school executive articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
Is knowledgeable of research and theory associated with school change particularly the relationship between school vision, student achievement, and organizational change.	AND Identifies changes necessary for the improvement of student learning.	AND Works with others to systematically consider new and better ways of leading for improved student achievement for all students and engages stakeholders in the change process.	AND Adapts/varies leadership style according to the changing needs of the school and community. Effectively communicates the impact of change.	

1c. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.				
Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
Understands statutory requirements regarding the School Improvement Plan.	<p style="text-align: center;">AND</p> Works with others to facilitate the collaborative development of the annual School Improvement Plan to realize strategic goals and objectives. Uses the <i>North Carolina Teacher Working Conditions Survey</i> and other data sources to develop a framework for the School Improvement Plan.	<p style="text-align: center;">AND</p> Works with others to incorporate principles of continuous improvement and 21st century concepts into the School Improvement Plan. Works with others to systematically collect, analyze, and use data regarding the school's progress toward attaining strategic goals and objectives.	<p style="text-align: center;">AND</p> Works with others to facilitate the successful implementation of the School Improvement Plan aligned to the mission and goals set by the State Board of Education and the local Board of Education.	
1d. Distributive Leadership: The school executive creates and utilizes processes to distribute leadership and decision-making throughout the school.				
Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the school.	<p style="text-align: center;">AND</p> Works with others to plan and provide leadership development activities for staff members.	<p style="text-align: center;">AND</p> Works with others to create opportunities for staff to demonstrate leadership skills by empowering them to assume leadership and decision-making roles. Works with others to encourage teachers and support staff to assume leadership and decision-making roles in the school.	<p style="text-align: center;">AND</p> Works with others to encourage staff members to accept leadership opportunities beyond the school.	

Standard 2: Instructional Leadership

School executives set high standards for the professional practice of 21st century instruction and assessment that result in a no nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work, and the sharing of this work throughout the professional community.

2a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Comprehends literature, research, and theory associated with learning, teaching, curriculum, instruction, and assessment.</p> <p>Is knowledgeable of: the <i>North Carolina Standard Course of Study</i>, state and federal standards for accountability, and best instructional practices.</p>	AND	<p>Draws from a variety of data, including student assessment data, to identify areas of strength and weakness in learning, teaching, curriculum, and instruction.</p>	AND	<p>Works with others to ensure that the alignment of learning, teaching, curriculum, instruction, and assessment is focused to maximize student learning.</p> <p>Works with others to create a culture in which it is the responsibility of all staff to make sure that students are successful.</p> <p>Works with others to reflect on data including the <i>Teacher Working Conditions Survey</i>, IGPs, student achievement, and other appropriate sources to create staff development through professional learning communities.</p> <p>Works with others to ensure that students are provided opportunities to learn and utilize best practices in the integrated use of 21st century instructional tools, including technology, to solve problems.</p>

2b. Focus on Instructional Time: The school executive creates processes and schedules which protect teachers from disruption of instructional or preparation time.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Understands the need for teachers to have daily planning and duty-free lunch periods.</p> <p>Is knowledgeable of legal requirements regarding teacher planning time and duty-free lunch periods.</p> <p>Is knowledgeable of designs for age-appropriate school schedules which address the learning needs of diverse student populations.</p>	<p style="text-align: center;">AND</p> <p>Analyzes/evaluates a master schedule to maximize student learning by providing for individual and on-going collaborative planning for every teacher.</p>	<p style="text-align: center;">AND</p> <p>Adheres to legal requirements for planning and instructional time.</p> <p>Reviews scheduling processes and protocols that maximize staff input and address diverse student learning needs.</p>	<p style="text-align: center;">AND</p> <p>Works with others to ensure that teachers have the legally required amount of daily planning and lunch periods.</p> <p>Works with others to routinely and conscientiously implement processes to protect instructional time.</p> <p>Works with others to develop schedules that provide teachers with collaborative time to promote student learning.</p>	

Standard 3: Cultural Leadership

School executives 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. School executives must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A school executive must be able to “re-culture” the school if needed to align with school’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school’s efforts to achieve individual and collective goals.

3a. Focus on Collaborative Work Environment: 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.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)			
Comprehends literature, research, and theory associated with organizational climate, particularly as it is manifested in schools.	AND	Identifies characteristics of a collaborative work environment within the school. Analyzes data from the <i>Teacher Working Conditions Survey</i> and other data sources from parents, students, teachers, and stakeholders to diagnose and evaluate the teaching and learning environment within the school.	AND	Designs strategies for achieving a collaborative and positive work environment within the school. Seeks input from the School Improvement Team and other stakeholders to make decisions. Utilizes data gained from the <i>Teacher Working Conditions Survey</i> and other sources to identify perceptions of the work environment.	AND	Utilizes a collaborative work environment predicated on site-based management and decision-making, a sense of community, and cooperation within the school. Works with others to monitor the implementation and response to school policies and provide feedback to the School Improvement Team for their consideration. Works with others to initiate changes resulting from data gained from the <i>Teacher Working Conditions Survey</i> and other sources.	

3b. School Culture and Identity: The school executive develops and uses shared vision, values and goals to define the identity and culture of the school.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Understands research and scholarship on school culture and its relationship with meaningful school vision, values, and goals.</p> <p>Understands the many aspects of diversity as they apply to schools and their missions.</p>	<p>AND</p> <p>Articulates how a shared vision, mission, values, beliefs, and goals have defined the identity and culture of the school.</p> <p>Articulates the influences of school demographics, equity, and diversity in determining the schools' mission, vision, and goals.</p>	<p>AND</p> <p>Uses shared values, beliefs and a shared vision to promote a school culture of learning and success.</p> <p>Works with others to address diversity and equity as the school develops, monitors, and adjusts the school improvement plan.</p>	<p>AND</p> <p>Works with others to establish a culture of collaboration, distributed leadership, and continuous improvement in the school which guides the disciplined thought and action of all staff and students.</p> <p>Works with others to foster a commitment to diversity and equity in the instructional program.</p>	

3c. Acknowledges Failures; Celebrates Accomplishments and Rewards: The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Can identify a range of criteria by which school success may be judged and with techniques that have been shown to be effective in recognizing and acknowledging both successes and failures within a school.</p>	<p>AND</p> <p>Works with others to recognize the importance of acknowledging failures and celebrating accomplishments of the school and staff.</p>	<p>AND</p> <p>Works with others to use established criteria for performance as the primary basis for reward and recognition.</p>	<p>AND</p> <p>Works with others to recognize individual and collective contributions toward attainment of strategic goals.</p>	

3d. Efficacy and Empowerment: The school executive develops a sense of efficacy and empowerment among staff which influences the school's identity, culture, and performance.							
Emerging Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
<p>Understands the importance of building a sense of efficacy and empowerment among staff.</p> <p>Understands the importance of developing a sense of well-being among staff, students, and parents/guardians.</p>	AND	Analyzes school contexts and cultures and identifies areas of both high and low levels of staff efficacy and empowerment.	AND	<p>Identifies strategies for building a sense of efficacy and empowerment among staff.</p> <p>Identifies strategies for developing a sense of well-being among staff, students, and parents/guardians.</p>	AND	<p>Works with others to utilize a variety of activities, tools and protocols to develop efficacy and empowerment among staff.</p> <p>Works with others to actively model and promote a sense of well-being among staff, students, and parents/guardians.</p>	

Standard 4: Human Resource Leadership

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School executives will ensure that the school is a professional learning community. School executives will ensure that processes and systems are in place which result in recruitment, induction, support, evaluation, development, and retention of high performing staff. The school executive must engage and empower accomplished teachers in a distributive manner, including support of teachers in day-to-day decisions such as discipline, communication with parents/guardians, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluations of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

4a. Professional Development/Learning Communities: The school executive ensures that the school is a professional learning community.							
Emerging Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
<p>Understands the importance of developing effective professional learning communities and results-oriented professional development.</p> <p>Understands the importance of continued personal learning and professional development.</p>	AND	Analyzes a school context/community, drawing from sources including the <i>North Carolina Teacher Working Conditions Survey</i> and student achievement data, to develop concrete suggestions or strategies for professional development that reflect characteristics of, and promote the use of, professional learning communities.	AND	<p>Works with others to provide structures for and implement the development of effective professional learning communities and results-oriented professional development.</p> <p>Routinely participates in professional development focused on improving instructional programs and practices.</p>	AND	<p>Works with others to facilitate opportunities for effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning.</p>	

4b. Recruiting, Hiring, Placing and Mentoring of staff: The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)			
<p>Understands theories and research on the recruitment, placement, and mentoring of school staff at all levels.</p> <p>Comprehends state and federal laws or regulations related to the recruitment, placement, and mentoring of school staff.</p>	AND	<p>Using a variety of data at the school level:</p> <ul style="list-style-type: none"> Identifies school needs in recruiting new teachers and staff. Identifies school needs in hiring new teachers and staff Identifies school needs in placing new teachers and staff. Identifies school needs in mentoring new teachers and staff. 	AND	<p>Supports, mentors, and coaches staff members and emerging teacher leaders.</p>	AND	<p>Works with others to guide the learning community in establishing and implementing data-based goals for enhancing recruitment, employment, retention, mentoring, professional development, and support of all teachers and staff</p>	

4c. Teacher and Staff Evaluation: The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)			
<p>Understands multiple tools and approaches to the evaluation of school staff.</p>	AND	<p>Demonstrates ability to adhere to legal requirements for teacher and staff evaluation.</p>	AND	<p>Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice.</p> <p>Works with others to implement district and state evaluation policies in a fair and equitable manner.</p>	AND	<p>Works with others to utilize multiple assessments to evaluate teachers and other staff members.</p> <p>Works with others to evaluate teachers and other staff in a fair and equitable manner and utilize the results of evaluations to improve instructional practice.</p>	

Standard 5: Managerial Leadership

School executives will ensure that the school has processes and systems in place for budgeting, staffing, problem-solving, communicating expectations, and scheduling that result in organizing the work routines in the building. The school executive must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decision so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of every day life is critical for staff to be able to focus its energy on improvement.

5a. School Resources and Budget: The school executive establishes budget processes and systems which are focused on, and result in, improved student achievement.										
Emerging Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)		
Is knowledgeable of ethical budgeting and accounting procedures. Understands the school-based budgeting process as it relates to district, state, and federal guidelines.		AND	Works with others to utilize input from staff to establish funding priorities and a balanced operational budget for school programs and activities.		AND	Works with others to incorporate the input of the School Improvement Team in budget and resource decisions. Works with others to use feedback and data to assess the success of funding and program decisions.		AND	Works with others to design transparent systems to equitably manage human and financial resources.	
5b. Conflict Management and Resolution: 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.										
Emerging Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)		
Understands factors that affect conflict and conflict resolution, and is aware of multiple strategies that can be used to resolve or manage conflict in a school setting.		AND	Demonstrates awareness of potential problems and/or areas of conflict within the school that affect students' learning and achievement.		AND	Works with others to resolve problems and/or areas of conflict within the school in ways that improve student achievement.		AND	Works with others to provide opportunities for staff members to express opinions contrary to those of authority or in relation to potentially discordant issues, particularly those that affect student achievement. Works with others to discuss with staff and implement solutions to address potentially discordant issues.	

5c. Systematic Communication: The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
Understands the importance of open, effective communication in the operation of the school.	<p>AND</p> <p>Works with others to routinely involve the school improvement team in school wide communications processes.</p> <p>Works with others to design a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community.</p>	<p>AND</p> <p>Works with others to utilize a system of open communication that provides for the timely, responsible sharing of information within the school community.</p> <p>Works with others to provide information in different formats in multiple ways through different media in order to ensure communication with all members of the community.</p>	<p>AND</p> <p>Works with others to ensure that all community stakeholders and educators are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals.</p>	

5d. School Expectations for Students and Staff: The school executive develops and enforces expectations, structures, rules, and procedures for students and staff.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Understands the importance of clear expectations, structures, rules, and procedures for students and staff.</p> <p>Understands district and state policy and law related to student conduct, etc.</p>	<p>AND</p> <p>Works with others to collaboratively develop clear expectations, structures, rules, and procedures for students and staff through the School Improvement Team.</p>	<p>AND</p> <p>Works with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff.</p> <p>Works with others to effectively implement district rules and procedures.</p>	<p>AND</p> <p>Works with others to systematically monitor issues around compliance with expectations, structures, and rules.</p> <p>Uses staff and student input to resolve issues related to expectations, structures, and rules.</p> <p>Works with others to regularly review the need for changes to expectations, structures, and rules.</p>	

Standard 6: External Development Leadership

A school executive will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but, in fact, build community, the leader proactively creates with staff, opportunities for parents/guardians, community, and business representatives to participate as “stockholders” in the school such that continued investment of resources and good will are not left to chance.

6a. Parent and Community Involvement and Outreach: The school executive designs structures and processes which result in parent and community engagement, support and ownership for the school.										
Emerging Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)		
Understands theory and research on parental and community engagement in schools, and can apply this both to the analysis/examination of school settings and to development of concrete strategies for improving involvement.		AND	Interacts with, and acknowledges that parents/guardians and community members have a critical role in developing community engagement, support, and ownership of the school.		AND	Works with others to engage parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community’s vision of the school.		AND	Works with others to implement processes that empower parents/guardians and all community stakeholders to make significant decisions.	
			Identifies the positive, culturally-responsive traditions of the school and community.							
6b. Federal, State and District Mandates: The school executive designs protocols and processes in order to comply with federal, state, and district mandates.										
Emerging Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)		
Is knowledgeable of applicable federal, state, and district mandates. Understands district goals and initiatives directed at improving student achievement.		AND	Works with others to design protocols and processes to comply with federal, state, and district mandates.		AND	Works with others to ensure compliance with federal, state, and district mandates.		AND	Explains federal, state, and district mandates for the school community so that such mandates are viewed as opportunities for improvement within the school.	
			Works with others to develop strategies for implementing district initiatives directed at improving student achievement.			Continually assesses the progress of district initiatives and reports results to district-level decision-makers. Works with others to implement district initiatives directed at improving student achievement.			Works with others to develop district goals and initiatives directed at improving student achievement.	

Standard 7: Micro-political Leadership

School executives will build systems and relationships that utilize the staff’s diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence in order to realize the school’s vision for success. The executive will also creatively employ an awareness of staff’s professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.

7a. School Executive Micro-political Leadership: The school executive develops systems and relationships to leverage staff expertise and influence in order to affect the school’s identity, culture, and performance.									
Emerging Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)	
<p>Understands theories of leadership and interpersonal relations that are relevant and can be applied by the effective school executive.</p> <p>Understands ethical leadership and the principles of fairness and equity as they apply to people, processes, and resources in schools.</p>	AND	<p>Develops strategies to maintain high visibility and easy accessibility throughout the school.</p> <p>Is aware of the expertise, power and influence of staff members, and demonstrates sensitivity to their personal and professional needs.</p>	AND	<p>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>	AND	<p>Works with others to employ an awareness of staff’s professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.</p>			