



Administrator Professional Practice 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. CHRISTIAN BEHAVIOR: 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 EXEMPLARY column

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		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 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.
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.

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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.
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.

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6.1	Open and Accountable	Responds to coaching with verbal acknowledgement but doesn't follow-through with adequate action toward change.	Accepts coaching. Demonstrates a teachable and humble spirit. Open and willing to participate in an accountability relationship.	Proactively seeks out coaching, mentoring and accountability partners. Routinely initiating growth opportunities and contributing to the improved practice and growth opportunities of others.
6.2	Positive, Loving and Encouraging Attitude	Working to maintain a professional and positive demeanor, characterized by friendliness, energy, and looking for positive solutions.	Consistently maintains a friendly, positive, and solutions-oriented demeanor. Actively encourages others and exhibits care for members of the community. Interactions with others are respectful, loving, empathetic, and gracious.	Proactively models Christian behavior through the love and encouragement of others. Instrumental in maintaining a positive climate in the school and is widely considered to be a positive influence in the community.
6.3	Partners with Parents	Is developing systems to partner with parents that will provide feedback in an encouraging and supportive manner, and avoids undermining the student or parent.	Places a high value on partnering with parents. Parents feel valued and included in the education of their child through communication that is encouraging, culturally sensitive, and solution-based.	Parents are valued and included in the learning process. The teacher gives and receives feedback on a regular basis, and communicates weekly/regularly about an individual child's progress.
6.4	Nurtures Students	Treats students with dignity and respect at times. Expresses some interest in the student and is beginning to engage students in more than just academic growth.	Treats students with dignity and respect. Strives to know students and engage students in academic, social, emotional, and spiritual growth.	Encourages and mentors students to develop in areas outside the classroom and co-curricular activities (BWI – mentoring integration).
6.5	Supports Leadership	Shows respect and support for school leadership when in line with their opinion.	Constructively brings issues of concern to school leadership. Shows respect and support for school leadership decisions by choosing to refrain from gossip and complaining.	Demonstrates a willingness to show support school leadership, policies, and procedures in both words and actions publically even after a disagreement was stated privately to the leader.