

Building Administrator Portfolio Assessment Rubric

Check one

Self Assessment

Administrator Assessment

Each item in the portfolio will be rated 1 (ineffective), 2 (minimally effective), 3 (effective) and 4 (highly effective). The following descriptions represent the interpretations of specific numerical designations:

1. The administrator's performance or portfolio has missing skills or components. Performance or portfolio component needs to be drastically improved and additional support is required.
 2. The administrator's performance or portfolio component falls short of standard expectation. Performance or portfolio component needs to be improved.
 3. The administrator's performance or portfolio component meets expectations.
 4. The administrator's performance or portfolio component clearly exceeds expectations.
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1. Portfolio Items

All 21 items are included in your portfolio and it is organized in a manner so each item can be easily located.

1 2 3 4

Comments:

2. Personal/Building Mission Statement and Professional Goals District Mission and Vision

Your professional goals are reflective of your mission and will assist you in fulfilling that mission and your goals and action reflect the District-wide Vision as well. (Student Focused, Team-Driven, Globally Competitive with a Hometown Spirit and is connected to the Graduate Profile and Non-Negotiable Goals)
Leadership Trait: Educational Ideas and Beliefs

1 2 3 4

Comments:

3. District Best Practice, Learning Focused and School Improvement Plan

The district-wide best practice and Learning Focused Goals and Strategies are being utilized in your building and have been connected to your SIP and student achievement data is included.

Leadership Trait: Knowledge of Curriculum, Instruction and Assessment

1 2 3 4

Comments:

4. Meeting Agendas

Agenda items for meetings are aligned with your School Improvement Plan. Student data is part of your agenda discussions on a regular basis.

Leadership Trait: Intellectual Stimulation

1 2 3 4

Comments:

5. Evaluations of Staff

Required evaluations are completed and contain evidence to support ratings of performance provided. Student achievement data is included and 80% of your staff is showing positive growth in student achievement.

Leadership Trait: Monitor/Evaluate, Knowledge of Curriculum, Instruction and Assessment

1 2 3 4

Comments:

6. Overall Written and Oral Communications

Writes concise, organized, and clear communications that meet appropriate objectives; conveys ideas persuasively and clearly orally.

Leadership Trait: Inspires Innovation, Flexibility

1 2 3 4

Comments:

7. Planning and Organizing

Sets objectives; establishes work plans, considers priorities in completing objectives, forecasts problems and changes.

Leadership Trait: Flexibility

1 2 3 4

Comments:

8. Working With Others/Employee Involvement

Maintains a positive working relationship with staff, students, community, and other colleagues. Involves employees in the identification and solution for work-related problems, goals and objectives, makes effective use of personnel, and encourages open communication.

Leadership Trait: Intellectual Stimulation, Change Agent

1 2 3 4

Comments:

9. Innovation and Creativity

Develops and implements new solutions, new procedures, new concepts and designs and/or new applications of existing designs or procedures, demonstrates imagination and originality.

Leadership Trait: Inspires Innovation

1 2 3 4

Comments:

Prepared by: _____

Evaluator's Signature _____

Narrative Attached Yes ____ No ____

Employee's Signature _____ (not necessary for Self Eval)

I plan to attach a response to this report: Yes ____ No ____

Employee's signature is not interpreted as agreement but only an indication that the employee has reviewed the evaluation.

Appendix A

<p>Knowledge of Curriculum, Instruction and Assessment</p>	<p>The principal is knowledgeable about current curriculum, instruction, and assessment practices</p>	<ul style="list-style-type: none"> ▪ Possess extensive knowledge about effective curricular, instructional, and assessment practices ▪ Provides conceptual guidance regarding effective classroom practices
<p>Inspires Innovation (Optimize)</p>	<p>The principal inspires and leads new challenging innovations</p>	<ul style="list-style-type: none"> ▪ Inspires teachers and staff to accomplish things that might be beyond their grasp ▪ Is the driving force behind major initiatives ▪ Portrays a positive attitude about the ability of teachers and staff to accomplish substantial things
<p>Intellectual Stimulation</p>	<p>The principal ensures the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture</p>	<ul style="list-style-type: none"> ▪ Keeps informed about current research and theory on effective schooling ▪ Continually exposes teachers and staff to cutting-edge research and theory on effective schooling ▪ Fosters systematic discussion regarding current research and theory on effective schooling
<p>Change Agent</p>	<p>The principal is willing to and actively challenges the status quo</p>	<ul style="list-style-type: none"> ▪ Consciously challenges the status quo ▪ Is willing to lead change initiatives with uncertain outcomes ▪ Systemically considers new and better ways of doing things ▪ Consistently attempts to operate at the edge versus the center of the school's competence
<p>Monitor/Evaluate</p>	<p>The principal monitors the effectiveness of school practices and their impact on student learning</p>	<ul style="list-style-type: none"> ▪ Continually monitors the effectiveness of the school's curricular practices ▪ Continually monitors the effectiveness of the school's instructional practices

		<ul style="list-style-type: none"> ▪ Continually monitors the effectiveness of the school's assessment practices ▪ Remains aware of the impact of the school's practices on student achievement
Flexibility	The principal adapts his/her leadership behavior to the needs of the current situation and is comfortable with dissent	<ul style="list-style-type: none"> ▪ Is comfortable with making major changes in how things are done ▪ Encourages people to express diverse opinions contrary to those held by individuals in authority ▪ Adapts leadership style to the needs of specific situations ▪ Is directive or non-directive as the situation warrants
Educational Ideas and Beliefs	Communicates and operates from strong ideals and beliefs about schooling	<ul style="list-style-type: none"> ▪ Possesses well-defined beliefs about schooling, teaching, and learning ▪ Shares beliefs about school, teaching and learning with the teachers and staff ▪ Demonstrates behaviors that are consistent with beliefs