Oregon Educational Leader/Administrator Rubric

Standard #1: Visionary Leadership
An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders

Indicator	Level 1	Level 2	Level 3	Level 4
a) Collaboratively develop and implement a shared vision and mission;	Produces a generic or vague vision and mission, minimally aligned to the district vision. The educational leader involves few or no stakeholders. Collaboration, if present, is procedural or superficial. Develops a minimal or generic plan for communicating and implementing the vision and trivial, generic, or inappropriate strategies for sharing and encouraging support of the vision by the school community.	Produces a partial or incomplete vision and mission partially aligned to the district vision, acquire limited knowledge of the school community by involving some stakeholders, and collaborate during parts of the process. Develops a limited plan for communicating and implementing the vision, and limited strategies for sharing and encouraging support of the vision by the school community. Ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school is incomplete or nonexistent.	Develops a vision and mission that is aligned to the district vision, acquire adequate knowledge of the school community by involving stakeholders, and collaborate throughout most of the process. Develops an appropriate plan for communicating and implementing the vision and for sharing and encouraging support of the vision by the school community. Ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.	Clearly defines vision and mission, closely aligns to the district vision, acquires extensive knowledge of the school community by involving key stakeholders, and collaborated throughout the process. Develops a comprehensive plan for communicating and implementing the vision and for sharing and encouraging support of the vision by the school community. Well defined and consistent processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school were apparent.
c) Create and implement plans to achieve goals;	Rarely sets interim and longterm goals for improvement of students' academic achievement, social acuity, and/or equity. Develop the alone or with a small group of people with no plan for reviewing data and making adjustments as needed to achieve goals.	Occasionally sets long-term goals for improvement, create an improvement plan collaboratively with a few people, and occasionally monitor the implementation through data collection and analysis.	Sets interim and long-term goals for improvement; creates an improvement plan collaboratively with a diverse team of stakeholders, and practice regular monitoring of the implementation through data collection and analysis.	Systematically sets interim and long-term goals for improvement, creates an improvement plan that includes plans to address barriers to positive change collaboratively with a diverse team of stakeholders, and practiced frequent monitoring of the implementation through data collection and analysis.

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Standard #2: Instructional Improvement				
An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.				
Indicator	**Level 1**	**Level 2**	**Level 3**	**Level 4**
a) Nurture and sustain a culture of collaboration, trust, learning, and high expectations;	Rarely analyzes, interprets, and utilizes data to make decisions that positively impact the school culture and high expectations for learning. Rarely plans and implements processes and procedures that create a culture in which stakeholders take responsibility for planning or implementing an effective instructional program.	Occasionally analyzes, interprets, and utilizes data to make decisions that positively impact the school culture and high expectations for learning. Occasionally plans and implements processes and procedures that create a culture in which some stakeholders take responsibility for and share in planning, shaping, and implementing an effective instructional program.	Regularly analyzes, interprets, and uses multiple sources of data to make decisions that will positively impact the school culture and high expectations for learning. Regularly plans and implements processes and procedures that creates a culture in which many stakeholders take responsibility for and share in planning, shaping, implementing, and sustaining an effective instructional program.	Comprehensively analyzes, interprets, and uses multiple and varied sources of data to inform decisions that will positively impact the school culture and high expectations for learning. Systematically plans and implements processes and procedures that created a culture in which multiple stakeholders take responsibility for and share in planning, shaping, implementing, and sustaining an effective instructional program.
d) Supervise and support instruction;	Provides little or no monitoring of the use of school and district instructional guidelines to inform the instructional program, or there was evidence that the instructional program was only minimally aligned with the established guidelines.	Establishes a process for monitoring the use of school and district instructional guidelines. Uses only occasionally, on a limited basis, or only across some classrooms.	Establishes an appropriate process for monitoring the implementation of school and district instructional guidelines. Articulates and used by the educational leader across all classrooms to support effective instruction.	Establishes a systematic process for monitoring the implementation of school and district instructional guidelines. Feedback is clearly articulated and used consistently by the educational leader across all classrooms to support effective instruction.

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Standard #3: Effective Management

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Indicator	Level 1	Level 2	Level 3	Level 4
d) Develop the capacity for adaptive leadership; and	Practices little or no monitoring of the implementation of the school improvement plan through data collection and analysis.	Practices limited or periodic monitoring of the implementation of the school improvement plan through data collection and analysis, making Limited or trivial adjustments as needed.	Practices regular reflection on and monitoring of the implementation of the school improvement plan through data collection and analysis, making Adjustments as needed.	Practices regular reflection on and comprehensive, ongoing monitoring of the implementation of the school improvement plan through data collection and analysis, making adjustments as needed.

Standard #4: Inclusive Practice

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence and to promote communication among diverse groups.

Indicator	Level 1	Level 2	Level 3	Level 4
c) Build and sustain positive relationships with families and caregivers; and	Initiates or responds to few opportunities for school family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers. Systems and procedures were put in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.	Initiates and responds to some opportunities for school- family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers. Systems and procedures were put in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.	The evidence indicates that the school leader initiated and responded to many opportunities for school family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers. Systems and procedures were put in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.	Initiates and responds to multiple and varied opportunities for school family/caregiver collaborations and partnerships and built positive relationships with families and caregivers. Comprehensive systems and procedures were put in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.

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Standard #5: Ethical Leadership				
An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
Indicator	**Level 1**	**Level 2**	**Level 3**	**Level 4**
a) Ensure a system of accountability for every student's academic and social success;	Utilizes little or no student data to inform instructional decisions, differentiate instruction, determine instructional interventions for students, or to inform decisions about improving staff effectiveness and leadership for student growth.	Occasionally reviews data and uses it in a limited or superficial manner to inform instructional decisions, differentiate instruction, or provides instructional interventions based on student learning results and to inform decisions about improving staff effectiveness and leadership for each student's academic and social success.	Develops and communicates a system of accountability for the academic and social success of every student. The system includes a regular review of data that is used to inform instructional decisions, differentiate instruction, and/or provide appropriate instructional interventions based on student learning results. It is also used to inform decisions about improving staff effectiveness and leadership for student growth, both academically and socially.	Develops and communicates a system of accountability for the academic and social success of every student. The system includes a systematic review of data that is consistently and effectively used to inform instructional decisions, differentiate instruction, provide appropriate instructional interventions based on student learning results, and other student needs. It is also used to inform decisions about improving staff effectiveness and leadership for student growth, both academically and socially.

Standard #6: Socio-Political Context				
An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.				
Indicator	**Level 1**	**Level 2**	**Level 3**	**Level 4**
c) Assess, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.	Keeps up with emerging trends and initiatives.	Is aware of emerging trends and initiatives and how these might impact education.	Routinely assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.	Consistently assesses analyzes, and collaborates with other educational leaders to anticipate emerging trends and initiatives in order to adapt leadership strategies.