APPENDIX B

APPR ADMINISTRATIVE RUBRIC

Instructional Leadership

*Administrator promotes teaching and learning by facilitating the development, articulation and implementation of a vision of high expectations for all students and staff.

Element	Distinguished	Proficient	Emergent	Unsatisfactory
Student Achievement	Facilitates high expectations that promotes and rewards innovative programs.	Vision of high expectations is supported and pervasive.	Consistent vision of high expectations is clearly communicated.	Inconsistent focus on high expectations.
Curriculum and Pedagogy	The use of best practices in the delivery of standards aligned curriculum is part of the school culture.	Maintains a clearly communicated, instructional focus using best practices.	Maintains an instructional focus on the link between curriculum and standards/performance.	Inconsistent evidence of focus on the standards/performance indicators listed in the district curriculum.
Use of Data	Data is systematically used to inform and improve instruction	Creates a school environment where staff is comfortable using data.	Consistently promotes use of available data as a tool.	Inconsistent use of data used to design strategies for improvements in student achievement.
Use of Instructional Technology	There is a system for the ongoing evaluation and modification of the use of instructional technology	Actively seeks and promotes best practices in instructional technology.	Consistent evidence that the use of instructional technology is promoted.	Inconsistent evidence that the use of instructional technology is promoted.
Decision Making	Decision making process embraces the school community.	Decisions promote the successful implementation of the district mission.	Decisions consistently reflect the district mission.	Inconsistent evidence of decisions that are linked to the district mission.
Professional Development	Professional development is embedded in the school culture; by participation encouragement and facilitation.	Professional development is orchestrated to promote and positively impact student achievement.	Staff development needs are identified and drive professional development activities.	Inconsistent evidence of individual or school –wide professional development.
School Improvement	School improvement plans inform district priorities	Continuously monitors and adjusts school improvement programs that align with the district priorities	Plans for school improvement are practical and achievable.	Inconsistent evidence of planning for school improvement.
Maximizes Instructional Time	Maximizing time for teaching and learning are infused in the culture of the school.	Implements a system that minimizes disruptions.	Disruptions to teaching and learning are addressed.	Frequent interruptions to teaching and learning.

*In order to be considered for any level, you must meet or exceed the criteria in all previous levels.

Supervision and Evaluation

*Administrator supports teaching and learning through the hiring, training, supervision and evaluation of school personnel.

Element	Distinguished	Proficient	Emergent	Unsatisfactory
Hiring Practices	Successfully secures highly qualified candidates	Actively recruits qualified applicants	Attracts, selects, and retains qualified applicants.	Inconsistent in the hiring and retention of qualified candidates.
Implementation of APPR	Demonstrates a thorough understanding and implementation of the APPR process resulting in teacher use of reflective and responsive practice.	Promotes uniform application of the APPR process.	Consistent application of the APPR process.	Inconsistent application of the APPR process.
Training of School Personnel	Protocol and procedures are infused in the culture of the school community	Protocol and procedures are uniformly applied.	Develops an effective system and strategy for the implementation of protocol and procedures.	The system and strategy for the implementation of protocol and procedures is not effective.

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Professionalism

*Administrator models characteristics of professional behavior that results in a climate and culture conducive to quality teaching and learning.

Element	Distinguished	Proficient	Emergent	Unsatisfactory
Policies and Procedures	Makes a significant or noticeable change that positively impacts student learning.	Adherence to policies and procedures is evaluated and implemented.	Effectively implements policies and procedures that positively impact student learning.	Implementation negatively impacts student learning.
Communication Skills	Provides structures for innovative and effective communication between all members of the school community.	Models and uses communication skills to promote quality teaching and learning.	Models and uses communication skills in an effective manner.	Communication or lack thereof negatively impacts the learning environment.
Professional Code of Behavior • **Integrity** • **Fairness** • **Confidentiality** • **Dependability**	Serves as a role model throughout the community	Serves as a role model.	Consistently behaves in a manner that positively impacts the school community.	Behavior negatively impacts the school community

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Planning/Building Management

*Administrator supports teaching and learning by demonstrating appropriate preparation, and by supervising the organization, operations and resources of the building.

Element	Distinguished	Proficient	Emergent	Unsatisfactory
Allocation of Resources	Explores new and innovative resources which are considered in planning.	Maximizes the use of resources aligned with district priorities.	Allocations of resources are considered in planning.	Allocation of resources is inconsistent with district goals.
Student Management	Uses innovative strategies to continuously improve student conduct.	Collaborates to develop, assess, and improve conduct.	Implements code of conduct.	Student conduct interferes with the teaching and learning process.
Facility	Anticipates and addresses potential health and safety concerns.	Collaborates with stakeholders to ensure a healthy, and safe, learning environment.	Health and safety issues are consistently and effectively addressed.	Inconsistent evidence that health and safety concerns are effectively addressed.

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Collaboration

*Administrator promotes teaching and learning by developing supportive relationships with students, teachers, parents or caregivers, district personnel, and outside agencies.

Element	Distinguished	Proficient	Emergent	Unsatisfactory
Relationship with Students	Staff actions reflects rapport with students.	Consistently models rapport with students.	Evidence of a rapport with students.	No evidence of a rapport with students.
Community Partnership	Innovative community partnerships are developed and maintained.	Community partnerships to strengthen school programs are consistently established.	Evidence of community partnerships.	No evidence of community partnerships to strengthen school programs.
Shared Decision Making	Shared decision making is infused in the school culture.	Consistent evidence of shared decision making.	Evidence of shared decision making.	No evidence of shared decision making.
Family Involvement	Innovative programs are used to promote family involvement.	Consistently involves families.	Evidence of family involvement.	No evidence of family involvement.
Customer Service	Customer service is infused within the culture of the school.	A plan to address customer service needs has been developed and implemented.	Evidence of procedures that promote customer service.	No evidence of procedures that promote customer service.

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Reflective Response

*Administrator will demonstrate that practices are reviewed, effectively assessed, and that appropriate adjustments are made.

Element	Distinguished	Proficient	Emergent	Unsatisfactory
Evidence of Professional Development and Growth	Seeks and leads opportunities for professional growth.	Seeks opportunities for professional growth.	Engages in professional development.	Shows minimal signs of engaging in professional development.
Use in Practice	Offers specific alternative approaches.	Makes specific suggestions for administrative improvement.	Makes suggestions for administrative improvement.	Makes minimal suggestions for administrative improvement.
Self Assessment	Implements innovative administrative practices based on experience.	Consistently adjusts practice to improve performance.	Shows evidence of adjusting practice to improve performance.	No evidence of adjusting practice to improve performance.

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