The University of North Carolina at Charlotte Department of Educational Leadership

MSA Program Electronic Evidence 1: Positive Impact on Student Learning and Development Scoring Rubric

<u>Name of Evidence</u>: Curriculum and Instructional Alignment Plan for Improving Student Achievement and Performance

Element/ Descriptors Addressed	Emerging/Developing (Marginal but Not Acceptable)	Proficient (Acceptable)
1. Strategic Leadership – This performance assessment requires an evaluation of the role of teachers and staff in making decisions and exercising leadership in and about the instructional process of the school. The candidate will make recommendations for improvement. **1b1.** 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.	To achieve *Emerging / Developing status*, the candidate demonstrates in his/her artifacts knowledge of most of the best practices for teacher involvement/empowerment and can develop good, concrete plans to involve teachers in school planning and decision-making. He/she can answer questions at a very concrete level about leadership issues related to this topic. The quality of these artifacts is at least acceptable/good. There are at least one or more areas that need to be improved.	To achieve *Proficient* status, the candidate's artifacts demonstrate knowledge of virtually all the best practices and develop very good, comprehensive, and concrete plans to involve teachers in school planning and decision-making. The quality of these artifacts is very good to excellent. There are no areas that are not judged to be acceptable. He/she demonstrates skills expected of a beginning principal.

2. Instructional Leadership – This performance requires an evaluation of the role of principal and his/her roles in leading, organizing and managing the instructional program. The candidate will participate in and make recommendations for school improvement.
 	
    2a1. Works with others to systematically focus on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning.
    2a2. Helps organize targeted opportunities for teachers to learn how to teach their subjects well with engaging lessons.
    2a3. Utilizes multiple sources of data, including the *Teacher Working Conditions Survey,* for the improvement of
	To achieve *Emerging / Developing status*, using multiple data sources, the candidate demonstrates in his/her artifacts knowledge of most of the best practices for curriculum, instruction, teaching and assessment with concrete plans to involve teachers in school planning and decision-making to maximize student learning.. He/she can answer questions at a very concrete level about leadership issues related to this topic. The quality of these artifacts is at least acceptable/good. There are at least one or more areas that need to be improved.	To achieve *Proficient* status, using multiple data sources, the candidate's artifacts demonstrate knowledge of virtually all the best practices for curriculum, instruction, teaching and assessment and develop very good, comprehensive, and concrete plans to involve teachers in school planning and decision-making to maximize student learning. The quality of these artifacts is very good to excellent He/she demonstrates skills expected of a beginning principal. There are no areas that are not judged to be acceptable.

instruction.		
3. Human Resource Leadership- This performance assessment requires that candidates demonstrate knowledge of statutes and regulations that govern the evaluation of teachers and other staff in a fair and equitable manner. The candidate will make recommendations for improvement. The candidate will participate in and contribute to the goals of at least one ongoing effort. 4a1. Works with others to provide structures for and implement the development of effective professional learning communities and results-oriented professional development. 4a2. Routinely participates in professional development focused on improving instructional programs and practices. 4c1. Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice.	To achieve *Emerging / Developing status*, the candidate demonstrates in his/her artifacts knowledge of most of the systems, processes, and practices for developing a professional learning community in addition to providing results-oriented professional development. Formal feedback to teachers is directly related to classroom instructional effectiveness. He/she is adequately knowledgeable of state statutes and regulations on the appraisal of staff. He/she can answer questions at a very concrete level about leadership issues related to this topic. The quality of these artifacts is at least acceptable/good. There are at least one or more areas that need to be improved.	To achieve *Proficient* status, the candidate's artifacts demonstrate knowledge of virtually all systems, processes, and practices of the elements for developing a professional learning community in addition to providing results-oriented professional staff development and participates directly in appropriate staff development for instructional improvement. He/she is very knowledgeable of state statutes and regulations on the appraisal of staff. He/she demonstrates knowledge and skills expected of a beginning principal. The quality of these artifacts is very good to excellent He/she demonstrates skills expected of a beginning principal. There are no areas that are not judged to be acceptable