

The University of North Carolina at Charlotte Department of Educational Leadership

MSA Program Electronic Evidence 4: Organizational Management Scoring Rubric

Name of Evidence: Organizational Leadership and Management Action Plan (OLMAP)

Element/ Descriptors Addressed	Emerging/Developing (Marginal but Not Acceptable)	Proficient (Acceptable)
<p><b>1. Instructional Leadership</b> – 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.</p> <p><b>2b1.</b> Adheres to legal requirements for planning and instructional time.</p> <p><b>2b2.</b> Reviews scheduling processes and protocols that maximize staff input and address diverse student learning needs.</p>	<p>To achieve <i>Emerging / Developing status</i>, the candidate demonstrates in his/her artifacts knowledge of most of the processes and practices for planning and scheduling the instructional program to meet student needs and managing daily routines in a school consistent with state statutes and regulations. . 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. <b>There are at least one or more areas that need to be improved.</b></p>	<p>To achieve <i>Proficient</i> status, the candidate's artifacts demonstrate knowledge of virtually all of the processes and practices for planning and scheduling the instructional program to meet students' needs and managing daily routines in a school consistent with state statutes and regulations. He/she demonstrates skills expected of a beginning principal. The quality of these artifacts is very good to excellent. <b>There are no areas that are not judged to be acceptable.</b></p>
<p><b>2. Human Resource Leadership</b> – 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.</p> <p><b>4c2</b> Works with others to implement district and state evaluation policies in a fair and equitable manner.</p>	<p>To achieve <i>Emerging / Developing status</i>, the candidate demonstrates in his/her artifacts knowledge of most of the systems, processes, and practices for appraisal of staff consistent with state statutes and regulations. 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 .<b>There is at least one or more areas that need to be improved.</b></p>	<p>To achieve <i>Proficient</i> status, the candidate's artifacts demonstrate knowledge of virtually all of the systems, processes, and practices for appraisal of staff consistent with state statutes and regulations. The quality of these artifacts is very good to excellent. He/she demonstrates skills of a beginning principal. <b>There are no areas that are not judged to be acceptable</b></p>
<p><b>3. Managerial Leadership</b> – This performance assessment requires an evaluation of the resources management and budgeting processes in the school. The candidate will participate in and contribute to the goals of at least one ongoing effort.</p> <p><b>5a1.</b> Works with others to incorporate the input of the School Improvement Team in budget and resource decisions.</p> <p><b>5a2.</b> Works with others to use feedback and data to assess the</p>	<p>To achieve <i>Emerging / Developing status</i>, the candidate demonstrates in his/her artifacts knowledge of most of the best practices for budgeting, communicating with school stakeholders, soliciting and using feedback, and using data for school decision-making. He/she can answer questions at a very concrete level about leadership issues related to this topic. The</p>	<p>To achieve <i>Proficient</i> status, the candidate's artifacts demonstrate knowledge of virtually all of the best practices for budgeting, communicating with school stakeholders, soliciting and using feedback, and using data for school decision-making. The quality of these artifacts is very good to excellent. He/she demonstrates skills of a beginning principal. <b>There are no areas that</b></p>

<p>success of funding and program decisions.</p> <p><b>5c1.</b> Works with others to utilize a system of open communication that provides for the timely, responsible sharing of information within the school community.</p> <p><b>5c2.</b> Works with others to provide information in different formats in multiple ways through different media in order to ensure communication with all members of the community.</p> <p><b>5d1.</b> Works with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff.</p> <p><b>5d2.</b> Works with others to effectively implement district rules and procedures.</p>	<p>quality of these artifacts is at least acceptable/good. <b>There are at least one or more areas that need to be improved.</b></p>	<p><b>are not judged to be acceptable</b></p>
<p><b>4. External Leadership Development –</b> This performance assessment requires an evaluation of the candidate's knowledge of school leadership and management practices and the demonstrated skills required to comply with federal, state, and district mandates.</p> <p><b>6b1.</b> Works with others to ensure compliance with federal, state, and district mandates.</p>	<p>To achieve <b><i>Emerging / Developing status</i></b>, the candidate demonstrates in his/her artifacts knowledge of most of the systems, processes, and practices for budgeting, scheduling, staffing, appraisal of staff, communicating, problem solving, and managing daily routines in a school consistent with federal, and state statutes and regulations and district policies. 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. <b>There are at least one or more areas that need to be improved.</b></p>	<p>To achieve <b><i>Proficient</i></b> status, the candidate's artifacts demonstrate knowledge of virtually all of the systems, processes, and practices for budgeting, scheduling, staffing, appraisal of staff, communicating, problem solving, and managing daily routines in a school consistent with federal, and state statutes and regulations and district policies. The quality of these artifacts is very good to excellent. He/she demonstrates skills of a beginning principal. <b>There are no areas that are not judged to be acceptable</b></p>