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Element	Ineffective	Effective	Highly Effective
<p><b>Leadership</b></p> <p><a href="#">Remove Element</a></p>	<p>Decisions are made with minimal input from stakeholders and in a hierarchical manner. Influence is based on power/position. Views department/building functions as units independent of one another. Actions are not consistent with district policies or rules and</p>	<p>Generally utilizes collaborative models. Weighs ideas based on merit. Promotes teamwork at various levels. References policy/statutes when appropriate. Has developed competencies, requires periodic supervision. Personal and professional development is based on short term needs</p>	<p>Models effective decision-making practice, exemplifies collaborative behaviors with input sought from staff and students. Weighs ideas based on merit and logic and establishes criteria for decision making. Teaming is evident at every level of the department/building. Utilizes</p>

<p><b>Information Collected</b></p>	<p>Information regarding students/services is minimal and sketchy. Administrator is unaware of data that pertains to programs, students. No obvious effort to gather data from a variety of sources.</p>	<p>There are efforts to dis-aggregate data. Aligning results with practice is a work in progress. Systems of measurement are evident and used at times to influence decisions.</p> <p>Data collection supports information regarding the full spectrum of supervisory responsibility. Data is current and disseminated in a timely manner. Staff receives assistance when interpreting data and is empowered to make decisions based on that data.</p>
<p><b>Remove Element</b></p>	<p>Issues are unresolved or resolved in an ineffective manner. Little communication exists with stakeholders when problems surface or are resolved. Strategies utilized are ineffective.</p>	<p>Resolves issues with tact and sensitivity in a timely manner. Most of the time understanding of the situation is clearly communicated to the appropriate stakeholders. Utilizes a variety of strategies to resolve issues.</p> <p>Views issues as opportunities to critically examine current practice, to take risks, to grow intellectually. Inspires curiosity, self-assessment and tolerance in others. Utilizes a repertoire of strategies, draws on stakeholders' knowledge, and seeks ways to communicate to others the</p>
<p><b>Remove Element</b></p>	<p><b>Judgment</b></p> <p>Decisions are based on emotional response rather than data. Decisions are made without consideration of the global impact on the district.</p>	<p>Decisions are thoughtful and based upon full consideration of the facts. Consideration is given to the global impact of the decision on the district.</p> <p>Decisions are based upon quantitative as well as qualitative information. Consideration is given to the timing and timeliness of the decision, the consequences of the decisions and the global impact on the district.</p>
<p><b>Remove Element</b></p>	<p><b>Program Oversight</b></p> <p>Program procedures reflect disorganization and confusion. Exhibits a lack of support for district policies and procedures. Does not follow administrative directives in a timely and consistent manner.</p>	<p>Procedures generally result in smooth and efficient operation of the program. There is evidence of support of district policies and procedures. Follows administrative directives.</p> <p>The program's activities and procedures are aligned with the district's mission. Program is effective in meeting district's mission. Provides valuable insight into the development of program procedures.</p>

Implementation	Goals are evident but actions are not. Good ideas are rarely translated to practice. Committees are structured without clear purpose or outcomes.	Goals are achieved by collaborative actions. Certain plans become practice. Demonstrates increasing ability to translate ideas into action.	Individual and group responsibilities and time-lines are clearly understood by all. Goals are consistently implemented in a collaborative manner.
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Element	Ineffective	Effective	Highly Effective
Motivating Others	Fragmentation and isolation are the norms. Motivation is left to the individual staff. The method used is one-size fits all. Opportunities for growth are selective. In practice, staff work in isolation. Joint efforts are dysfunctional. Some staff are excluded from decision-making and treated as	Some groups are willing to participate while others are not. Informal leaders are emerging. Encouragement is evident. Opportunities for joint planning exist. Administrator provides some opportunities to be involved in decisions. Some collaboration between communitv agencies	Structures/processes are in place that encourage opportunities to collaborate/participate at all levels of the building and/or program. Staff are empowered and creative. Interdependence and enthusiasm characterize activitv in the building from all
<a href="#">Remove Element</a>			

**Interpersonal Approach**

Relationships are cursory or shallow. Trust is minimal and "self-survival" is the norm. Staff do not commit fully to teamwork. The team process is dysfunctional and yields no results. Vision for improvement is shared by just a few. Work is done independently.

Attempts to establish an atmosphere of safety and trust. Teamwork/community is evident. Some relationships are developing. Staff participates in teams/committees yielding some quality decisions and product. Vision for improvement is shared.

Trust and trustworthiness guides relationships. Staff are engaged and committed to teamwork. Participation yields quality programs/services. Vision for improvement is team led. Extensive opportunities for working together are created across all curricular and

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**Oral/Written Communication**

Communication is rudimentary and sometimes unclear. Syntactical and grammatical errors are evident. Communication with families, other educators, and community partners is nonexistent or minimal. Information is often incorrect.

Meaning is communicated clearly. Speech and articulation are correct and clear. Intermittent communication with families, other educators, and community partners is successful. Timing and time-lines are considered.

Communication is clear, articulate, and concise. Meaning is effectively conveyed with confidence and executed with correctness and fluidity. Communication with families, other educators, and community partners is consistent and highly successful. Communication

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Domain Text: DOMAIN C: - PROGRAMMATIC - INSTRUCTIONAL			
Element	Ineffective	Effective	Highly Effective
<b>Instructional Program</b>  <a href="#">Remove Element</a>	Instructional program is not aligned with state standards and benchmarks. Program goals are neither clear nor articulated. Monitoring of curriculum is not evident. Lacks consistent strategies for promoting LRE. Unclear understanding of the roles of all staff in supporting	Academic goals are stated and clear. Effort is obvious in many curricular areas toward those goals. Student progress is monitored to demonstrate evidence of student growth. Clear understanding of the roles of all staff in supporting instruction is evident but not always well-coordinated	Instructional leadership is evident. Staff relates the curriculum to the state standards and benchmarks. Educational goals are clear, articulated and directed toward student growth. Movement toward achievement of goals is the focus of the Program

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<p><b>Curriculum Design</b></p>	<p>Structured design in curriculum is not evident with no relation to state standards. Scope and sequence are haphazard. Outcomes are not integrated and learning goals are vague. Activity in the program and/or department often times does not relate to standards in curricular areas</p>	<p>Forward movement and connectedness to state standards are evident in scope and sequence of curricular areas. Activities in the program and/or department, for the most part, are curriculum related. Expectations for students are clearly stated and developed</p> <p>Learning and teaching tasks are aligned with standards and benchmarks in a comprehensive fashion from grade to grade. All activity is appropriate and assessed for its purpose within the context of the curriculum. Learning goals are specific, clear, and developmentally appropriate</p>
<p><b>Remove Element</b></p>	<p>Student support comes primarily from the individual teacher. There is no procedure in place to support students outside of the classroom. Minimal efforts exist to support staff through a collaborative team approach.</p>	<p>Elements of support are solid and characterized through a collaborative team approach. Facilitates access to school and district related resources to promote student growth.</p> <p>Facilitates a fully functioning collaborative team approach with documentation of activities and follow-up. Ensures access to school, district and community related resources to promote student growth.</p>
<p><b>Remove Element</b></p>	<p>Assessments are poorly suited to curricular/ IEP or program goals. Standards are unclear. Test and/or other performance data is not analyzed. Incorrectly interpreted and/or rarely used to develop strategies for student growth.</p>	<p>Assessments are aligned, and suited to curricular/IEP /program goals. Test and/or other performance data is collected, analyzed and used to develop strategies for student growth.</p> <p>A variety of assessments are used and aligned to outcomes or curriculum. Test and/or other performance data is uniformly collected, analyzed and interpreted. Goals and programs are designed based on data. Data is used to drive systemic change to promote student growth</p>
<p><b>Staff Guidance and Evaluation</b></p>	<p>Staff evaluations are not conducted in accordance with established procedures and time-lines. Summary statements are vague, arbitrary and not based on evidence. Support for staff is in mandated professional development and lacks focus or comprehension related to</p>	<p>Staff evaluations are conducted in accordance with established procedures and time-lines. Summary statements are evidence based and promote staff development. Professional development is linked to evaluation.</p> <p>Staff evaluations are conducted in accordance with established procedures and timeliness. Summary statements are based on multiple measures and analysis of all data to promote consistent professional growth in staff.</p>
<p><b>Remove Element</b></p>	<p>Staff evaluations are not conducted in accordance with established procedures and time-lines. Summary statements are vague, arbitrary and not based on evidence. Support for staff is in mandated professional development and lacks focus or comprehension related to</p>	<p>Staff evaluations are conducted in accordance with established procedures and timeliness. Summary statements are based on multiple measures and analysis of all data to promote consistent professional growth in staff.</p>

Resource Allocation	Resources are allocated arbitrarily. Priorities are determined with little input. Demonstrates little knowledge or understanding of budgeting process and fiscal management. Space allocation is ineffective and unproductive.	Resource distribution is linked to program goals. Priorities are determined through a collaborative effort focused on student growth. Has an understanding of budgeting process and fiscal management. Periodically reviews budget. Space allocation is effective and	Anticipates program/department needs with a preliminary plan for the next 3-5 years, balances revenues and expenditures on current as well as future needs; seeks input from other departments and staff in the process. Regularly monitors accounts to assure fiscal
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Element	Ineffective	Effective	Highly Effective
<b>Philosophical and Cultural Views</b>  <a href="#">Remove Element</a>	Professional standards of behavior are not communicated to staff. Lacks consistency in application of rules and procedures. Team concept is absent. There is no culture for learning. Basis for decision-making is not clear and does not include staff input. The professional	There are professional standards of behavior that are evident and to which most staff adhere. Rules and procedures are consistently applied. There is a culture for learning with some commitment to excellence by staff. Basis for decision-making is moderately clear	There are professional standards of behavior that lead to a healthy and productive work environment. Purpose and value are consistently demonstrated. Staff demonstrate a high degree of professionalism with a commitment to excellence and learning. Basis for <p style="text-align: center;"><b>Default</b></p>

<b>Legal and Regulatory Applications</b>	<p>There is no obvious knowledge of laws, regulations and policies. Actions are based on intuition rather than regulatory understanding. Displays little understanding of how to obtain legal/regulatory information.</p>	<p>Demonstrates knowledge of laws, regulations and policies with evidence that this information has been communicated to staff. Decisions are made within the parameters of established laws, regulations and policies.</p>	<p>Decisions are based on extensive knowledge of laws, regulations and policies. Staff understand the statutes, policy, and rules that affect them and function appropriately. Legal advice is sought when there is doubt.</p>
<b>Policy and Political Influences</b>	<p>Lacks awareness of internal/external forces that influence workplace interactions. Polarization among groups is evident. Tension is evident. Lacks consistent application of policies that directly affect staff. Enforcement is arbitrary punitive and</p>	<p>A basic understanding of internal/external forces is evident. Ability to manage diverse groups is evident. Consistently applies policies that directly affect staff.</p>	<p>A high degree of understanding of internal/external forces is evident. Divergent groups are managed with tact, diplomacy and a focus on staff/student growth. Application of policies is consistent yet flexible.</p>
<b>Public and Media Relations</b>	<p>Reacts and acts in crisis mode. Has little understanding of public relations etiquette or district procedures. Communicates his/her opinion with little regard for the impact on the listener or consequence to the district.</p>	<p>Presents school issues and concerns positively. Reacts to situations in an appropriate and timely manner. Plans the message, mode, and timing to maximize impact and minimize negative consequence.</p>	<p>Seeks opportunities to proactively present ideas and influence opinion at both the local as well as the state level. Demonstrates public speaking mastery, views each issue/incident as an opportunity to portray the district positively. Conducts research to determine best</p>

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