## **Non-PD Observation Scoring Form**

This rubric is used to score the observation of a coordinator’s event that is NOT professional development.

**Practice 1: Build Shared Purpose**

**Indicator 1.1: Implement a Program Aligned to the District Vision, Mission, Goals, and Initiatives**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Observed |
| * Demonstrates a limited awareness of all programs in his or her area of focus, including those that he or she does not directly oversee, which are being implemented at school sites.
* Communicates the program mission and objectives to educators and other stakeholders.
 | * Aligns programs and services that he or she oversees with district mission and annual objectives.
* Gathers evidence of program accomplishments tomonitor program and service
	+ contributions to the district vision and mission
	+ degree to which the program meets its mission and objectives.
	+ implementation fidelity and relative program alignment to school objectives
 | * + Shares evidence of program contributions to mission and vision attainment.
	+ Engages school- and district-level staff and others in reflecting on program progress toward realizing the district vision and mission.
	+ Engages school leadership in reflecting on school-based program fidelity
 | * + Coaches other leaders on developing, enacting, and monitoring a program in support of the district mission and vision.
	+ Contributes to district mission and vision setting and district improvement planning by participating on committees.
 | If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score. |

Evidence:

|  |
| --- |
|  |

**Practice 2: Focus on Learning**

**Indicator 2.1: Support Student Access to Effective Instructional Programs through Administration of District, Territory, and/or** **Federal Programs**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Observed |
| * Uses VIDE’s curriculum frameworks to develop a common language for discussing instructional practices with school leaders and staff for the programs that he or she oversees.
* Plans for communication with staff and other stakeholders about the program(s) objectives and intended effects.
* Has the knowledge of federal or other legal responsibilities associated with program implementation.
 | * Connects school leaders and staff with relevant research on best instructional practices pertaining to the programs that he or she oversees.
* Maintains monitoring system of program implementation that engages staff in reflecting on practices.
* For the programs that he or she oversees, monitors implementation of communications plan to ensure that stakeholders are well informed.
* Complies with federal or other legal responsibilities associated with program implementation.
 | * Supports school leaders and staff by providing access to high- quality, differentiated professional development (not limited to district sessions) that addresses program priorities.
* Collaborates with school leaders and staff to revise programs for improved school climate.
* Identifies and adjusts programs to meet unique school contexts without loss of fidelity.
* Shares program leadership responsibilities among stakeholders to build program support.
 | * Advocates at the district level for coordination of educator professional development to create a coherent support system.
* Coaches or mentors school leaders, other district staff, or instructional personnel on effective program implementation and communications processes.
 | If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score. |

Evidence:

|  |
| --- |
|  |

**Practice 3: Manage Organizational Systems**

**Indicator 3.1: Build and Maintain Program Systems**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Observed |
| * For the programs that he or she oversees, provides limited support to school leaders and staff in establishing program(s).
 | * Establishes and maintains program timelines, organizational structure, and activities according to budget.
 | * Evaluates the program-level resources, services, processes, and procedures to identify areas for improvement and modification.
* Distributes program leadership responsibilities, as appropriate, to staff in collaboration with the school leader.
* Coordinates program implementation with staff to maximize efficiency and support district improvement.
 | * Leads or contributes to districtwide efforts to promote distributed leadership models and better career opportunities for teacher leaders.

**OR*** Leads or contributes to school-based efforts to promote distributed leadership models (if program is not implemented districtwide).
 | If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score. |

Evidence:

|  |
| --- |
|  |

**Indicator 3.2: Lead and Develop Personnel**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Observed |
| * Limited communication to staff about the availability of professional development opportunities pertaining to programs.
* Identifies professional development needs.
* Supports staff with consistent meetings and time for substantive discussion about supports and inhibitors of student success in program-related areas.
* Uses districtwide communications (e.g., newsletter, e-mail) and leadership meetings to keep staff informed about policies, procedures, awards, and other news.
 | * Aligns professional development with specific areas of focus identified by staff as high-need topic areas.
* Ensures that professional development opportunities pertaining to the program are well planned, to include communicating expectations, setting agendas, arranging locations, and evaluating results.
* Assists school and district leaders in analyzing data and identifying trends for professional growth.
* Builds interpersonal rapport with school leaders and staff.
* Works with other district leaders to engage staff or school leaders in professional learning community activities.
 | * Monitors and supports educators in applying learning to school or classroom activities.
* Leads and facilitates reflective conversations with staff.
* Plans and implements PD based on needs identified through professional growth.
* Establishes and maintains professional traditions and practices in the district that engage staff in celebrating accomplishments.
 | * Leads, contributes to, or evaluates districtwide efforts at designing and sustaining a professional development delivery system.
* Coaches or mentors peers in best practices for carrying out program-level responsibilities.
* Contributes collaboratively to the districtwide evaluation of and modification to the professional development programs in order to build professional learning communities.
 | If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score. |

Evidence:

|  |
| --- |
|  |

**Indicator 3.3: Manage Resources**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Observed |
| * Locates available fiscal, personnel, and/or material resources in a legal and equitable manner that supports the district’s vision, mission, and goals as applicable.
* Strategically allocates his or her own time and/or other staff members’ time to support staff.
 | * Sets and monitors the program or district budget (as appropriate) or ensures that the program or district operates within established budgetary guidelines.
* Uses funds (as appropriate) to secure developmentally appropriate and relevant resources that will enhance the program’s goals and purpose.
* Evaluates how his or her own time or staff members’ time is being used; advocates for more effective use of time, as necessary.
 | * Evaluates the effective, legal, and equitable use of the program’s fiscal (as appropriate), personnel, and material resources.
* Collects and analyzes data from a variety of sources— including feedback from stakeholders—in evaluating use of program resources.
* Leads and works with school leaders, teacher leaders, and/or individual teachers to improve use of time.
 | * Advocates for and contributes to district or statewide efforts to improve the effective and efficient use of resources.
* Pursues funds (as appropriate) for new technologies and resources that will improve progress toward program objectives.
* Collaboratively develop systems of time management that can improve performance and efficiency of other district programs.
 | If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score. |

Evidence:

|  |
| --- |
|  |

**Indicator 3.4: Mobilize Community Resources**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Observed |
| * Assists in the creation of a plan for allocating resources to district-level programs or schools that support their interaction with community organizations and families.
* Attempts to develop partnerships with community organizations that provide supports to students.
 | * Uses a variety of data sources to monitor and assess the impact of community resources in promoting student learning, solving school problems, and achieving school goals.
* Establishes partnerships with community organizations that provide supports to students.
 | * Collaborates with school leaders or staff to expand the use of community resources to accomplish the district mission.
* Uses multiple strategies for communicating the district’s needs to community organizations.
* Grows mutually beneficial partnerships with businesses and community- based organizations to share district, school, and community resources, such as buildings and playing fields.
* Collaborates with health, social, and other service organizations to connect schools with important services, as appropriate.
 | * Advocates for the development and better use of community assets in enhancing districtwide efforts to implement effective, relevant school programs.
* Work collaboratively with other district leaders on effective strategies or methods for mobilizing community resources.
* Advocates for understanding, communication, and collaboration between nongovernmental organizations, businesses, and the district to promote equity and excellence in education.
 | If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score. |

Evidence:

|  |
| --- |
|  |

**Practice 4: Lead with Integrity**

**Indicator 4.1: Mobilize Community Resources**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Observed |
| * Inconsistent adherence to district and state ethical and legal principles.
* Completes the professional growth plan.
* Attends professional development offered to leaders by the district.
 | * Engages in honest interactions based on ethical and legal principles.
* Demonstrates respect for others and honors confidentiality.
* Models self-reflection by evaluating one’s practice and adjusting it accordingly.
* Pursues professional development and training to support and lead key programs and efforts in the district.
* Sets professional goals that are aligned to district needs.
 | * Models collective responsibility by demonstrating personal accountability for mistakes and professional learning.
* Collaborates with colleagues within the district and beyond to continuously improve leadership skills.
* Applies learning gained from the professional growth plan to change personal practices.
* Attains professional goals that are aligned to district needs.
 | * Coaches or mentors other district leaders on acting ethically and with integrity.
* Contributes to district efforts to improve district-level leader professional development.
* Coaches or mentors other district leaders in growing as a professional to better meet district needs.
 | If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score. |

Evidence:

|  |
| --- |
|  |