

Bluffton-Harrison Metropolitan School District

Assistant Superintendent Effectiveness Rubric

November 2015



Source: Bluffton-Harrison Metropolitan School District

Adopted: November 16, 2015

Domain 1: Human Capital Manager

1.1 Leadership					
The administrator leads and manages department by effectively hiring, supervising and evaluating staff in a timely and productive manner.					
Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.1	The administrator effectively leads and manages department.	The administrator consistently leads and manages department and builds capacity in others.	The administrator consistently leads and manages department.	The administrator occasionally manages and leads department.	The administrator rarely manages or leads department.
1.1.2	The administrator effectively recruits, hires, assigns and retains staff who are service oriented.	The administrator consistently recruits, hires, assigns and retains staff who are service oriented.	The administrator usually recruits, hires, assigns and retains staff who are service oriented.	The administrator occasionally recruits, hires, assigns and retains staff who are service oriented.	The administrator rarely recruits, hires, assigns and retains staff who are service oriented.
1.1.3	The administrator effectively evaluates staff in a timely manner.	The administrator consistently evaluates staff on time and offers areas of growth and improvement.	The administrator consistently evaluates staff.	The administrator evaluates staff but not always in a timely manner.	The administrator does not evaluate staff in a timely manner.
1.1.4	The administrator meets deadlines.	The administrator always meets deadlines.	The administrator meets most deadlines.	The administrator is late more than on time for deadlines.	The administrator rarely meets deadlines.
1.1.5	The administrator plans and executes professional development opportunities.	The administrator consistently plans and executes department based professional development opportunities and builds capacity in others.	The administrator consistently plans and executes department based professional development.	The administrator occasionally plans and executes department based professional development.	The administrator rarely plans or executes department based professional development.
1.2 Interpersonal Skills					
The administrator motivates staff creating a positive working and learning environment.					
Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2.1	The administrator positively motivates staff.	The administrator consistently motivates staff in positive ways.	The administrator usually motivates staff in positive ways.	The administrator occasionally motivates staff in positive ways.	The administrator rarely motivates staff in positive ways.
1.2.2	The administrator creates a positive working and learning environment.	The administrator consistently creates a positive working and learning environment.	The administrator creates a positive working and learning environment.	The administrator occasionally creates a positive working and learning environment.	The administrator rarely creates a positive working and learning environment.
1.2.3	The administrator uses sensitivity, tactfulness and integrity when working with others.	The administrator consistently uses sensitivity, tactfulness and integrity when working with others.	The administrator uses sensitivity, tactfulness and integrity when working with others.	The administrator occasionally uses sensitivity, tactfulness and integrity when working with others.	The administrator rarely uses sensitivity, tactfulness and integrity when working with others.

Domain 2: Performance

2.1 Problem Solving Ability					
The administrator anticipates and solves problems while effectively facilitating necessary change.					
Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1.1	The administrator anticipates and solves problems.	The administrator consistently anticipates and solves problems and builds the capacity in others.	The administrator anticipates and solves problems.	The administrator reacts to and solves problems.	The administrator mostly reacts to and rarely solves problems.
2.1.2	The administrator builds consensus prior to implementing change.	The administrator consistently builds consensus with all stakeholders prior to implementing change.	The administrator builds consensus with most stakeholders prior to implementing change.	The administrator builds consensus but not with a majority of stakeholders prior to implementing change.	The administrator rarely builds consensus prior to implementing change.
2.2 Communication Skills					
The administrator effectively communicates and interacts with the administrative team, staff, and building level administrators.					
Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2.1	The administrator effectively communicates and interacts with the administrative team.	The administrator consistently and effectively communicates and interacts with the administrative team contributing to discussions.	The administrator consistently and effectively communicates and interacts with the administrative team.	The administrator occasionally communicates and interacts with the administrative team.	The administrator rarely communicates or interacts with the administrative team.
2.2.2	The administrator effectively communicates and interacts with staff.	The administrator consistently and effectively communicates and interacts with staff using active listening skills.	The administrator consistently and effectively communicates and interacts with staff.	The administrator occasionally communicates and interacts with staff.	The administrator rarely communicates or interacts with staff.
2.2.3	The administrator effectively communicates and interacts with building level administrators.	The administrator consistently and effectively communicates and interacts with building level administrators using active listening skills.	The administrator consistently and effectively communicates and interacts with building level administrators.	The administrator occasionally communicates and interacts with building level administrators.	The administrator rarely communicates or interacts with building level administrators.

2.3 Administrative Performances					
The administrator supports the corporation mission and vision by coordinating and prioritizing department needs with the larger corporation needs.					
Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3.1	The administrator supports the corporation mission and vision.	The administrator consistently supports the corporation mission and vision which drives decisions.	The administrator supports the corporation mission and vision.	The administrator occasionally supports the corporation mission and vision.	The administrator rarely supports the corporation mission and vision.
2.3.2	The administrator coordinates and prioritizes department needs with the larger corporation needs.	The administrator consistently coordinates and prioritizes department needs with the larger corporation needs.	The administrator coordinates and prioritizes department needs with the larger corporation needs.	The administrator occasionally coordinates and prioritizes department needs with the larger corporation needs.	The administrator rarely coordinates or prioritizes department needs with the larger corporation needs.
2.3.3	The administrator organizes and manages time toward department level event or project completion.	The administrator consistently organizes and manages time toward department level event or project completion.	The administrator organizes and manages time toward department level event or project completion.	The administrator occasionally organizes and manages time toward department level event or project completion.	The administrator rarely organizes or manages time toward department level event or project completion.
2.3.4	The administrator is dependable, creative and willing to assume additional responsibilities when requested.	The administrator is consistently dependable, creative and seeks out additional responsibilities.	The administrator is dependable, creative and willing to assume additional responsibilities when requested.	The administrator is occasionally dependable, creative, and willing to assume additional responsibilities when requested.	The administrator is rarely dependable, creative or willing to assume additional responsibilities when requested.

Bluffton-Harrison Metropolitan School District

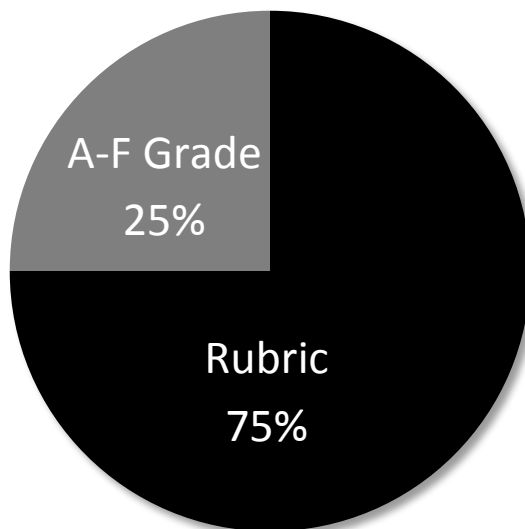
Assistant Superintendent Evaluation Metrics

November 2015



BHMSD Assistant Superintendent Evaluation Metrics

75% Leadership Outcomes, 25% A-F Grade



LEADERSHIP OUTCOMES (75%):

BHMSD Assistant Superintendent Effectiveness Rubric (75%): This score is obtained from the evaluation rating from the BHMSD Assistant Superintendent Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 75% of the Assistant Superintendent's comprehensive rating.

STUDENT LEARNING DATA (25%):

A-F Accountability Grade (25%): The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the IDOE to include in the evaluation. It is weighted 25% of the Assistant Superintendent's comprehensive rating.

COMPUTING THE SCORE:

	Raw Score	x	Weight	Score
Rubric Rating			0.75	
A-F Accountability Grade (DOE)			0.25	
			Comprehensive Effectiveness Rating	

SCALE:

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 points □	1.75 points □	2.5 points □	3.5 - 4.0 points

Note: Borderline points always round up