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

This rubric is used to score an observation that is NOT a professional development observation.

**Practice 1: Build Shared Purpose**

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

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| 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: Document the evidence used to rate this indicator.

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**Practice 2: Focus on Learning**

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

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| 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: Document the evidence used to rate this indicator.

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**Practice 3: Manage Organizational Systems**

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

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| 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: Document the evidence used to rate this indicator.

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**Indicator 3.2: Lead and Develop Personnel**

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| 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: Document the evidence used to rate this indicator.

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**Indicator 3.3: Manage Resources**

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| 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 educators 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: Document the evidence used to rate this indicator.

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Evaluator Comments

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**Indicator 3.4: Mobilize Community Resources**

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| 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: Document the evidence collected during the coordinator observation and used to rate this indicator.

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**Practice 4: Lead with Integrity**

**Indicator 4.1: Mobilize Community Resources**

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| 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: Document the evidence collected during the coordinator observation and used to rate this indicator.

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