

INSTRUCTIONAL LEADERSHIP COMPETENCY RUBRIC

This rubric is designed to help the leadership coach as well as the instructional leader in evaluating his/her capacity in each of the skills.

Quality descriptors are given for each level to identify what to work towards in order to advance to a higher level of skill development in each area. This rubric should be used by the designated Instructional Leader in the school. (S/he must be a Director, Head teacher or Deputy head teacher)

COMPENTENCY	Beginning Mastery	Approaching Mastery	Mastery	Advanced Mastery
Relationship Building	Interaction between the SL and staff or students are unhealthy. The SL does not interact constructively with the teachers.	The relationship between SL and staff or students is not entirely positive but SL makes some effort to communicate and build relationships. Few staff approach the SL to communicate issues	The SL has a positive relationship with many of the staff members and interacts positively with students. Most staff consider the SL approachable.	The SL shares a positive relationship with the staff and students based on mutual respect.
Implementation	Plans remain on paper and are not implemented. Tasks are not followed up with the respective individual(s). Areas for development do not show progress.	Initial steps are taken towards implementation of some action steps, although the efforts decline and often end with no follow up or review. There is no accountability to ensure successful completion of tasks.	Almost all action steps are implemented and completed although not all tasks are followed up. Some level of accountability is observed in school and is strengthened by tracking, review and follow up.	Every action step is implemented as per plan. School leader consistently follows up on every task and is successfully building a culture of accountability through consistency in practices. Goals that are not met are taken up for further planning.
PLC	PLCs are rarely conducted. SL is not prepared for the PLC: no participation and little skill or knowledge is passed on. No action step or follow up of the PLC. PLC meeting time is largely used to resolve internal housekeeping issues.	PLCs are conducted in an ad hoc manner. SL is prepared to conduct the PLC or has assigned someone. PLC action steps are sometimes set, but not followed up. The PLC focus may fail to focus on student learning.	PLCs are conducted regularly. SL has set aside a specific time for PLCs. Most PLC participants have opportunities to interact and work in groups effectively. Next steps are set and mostly followed up. The focus is learner focused.	SL has developed a PLC schedule and shared it with teachers. SL is prepared and confident and delegates various roles (time keeper, note taker, facilitator etc.) in the PLC. The PLC's only focus is PLCs.
Modelling Expectations	The SL does not model expectations to teachers. SL is not keen to pursue excellence in their own teaching. Does not implement the techniques and strategies learned through LA and PDs in the classroom.	SL implements practices learned in the classroom but are not consistent. May randomly support other teacher in the classroom but	SL is intentional in modelling expectations to other teachers. SL is keen to implement and practice best practices (learner engagement, material development, formative assessment) in the classroom.	SL is keen to support other teachers in implementing the techniques in their own classrooms. Other teachers consider the SL a model teacher.

Collecting and Recording Data	Records only opinions. Provides subjective information (good, bad etc.) with no supporting evidence.	Mostly opinion-based. Little evidence recorded and with inadequate detail.	Mostly evidence based recording with useful detail. Generally clear and accurate data collection.	Observations and recordings are detailed and based on only evidences. No subjective comments. Accurate data is recorded at all times.
Data Collection & Analysis	Available data is not used effectively. Conclusions are inaccurate and not consistent with the data or are biased and some may be missing altogether.	Some of the data is used correctly. Some links are made with the data although often conclusions are not made logically or clearly thought out.	Most of the data available is used. Many useful connections and trends are identified clearly. Conclusions are based on only the data.	All necessary information is used correctly. The thought process is organized and logical at all times. Conclusions are always valid and can be tracked back to the data.
Coaching and Feedback	When coaching, the SL dominates the conversation and listens less. Quick to offer solutions but rarely or never asks probing questions.	When coaching, the SL tends to dominate the conversation, offers some solutions and listens to some extent. A few probing questions are asked.	When coaching, the SL listens patiently rather than offering suggestions. The participant actively participates. Many probing questions are asked and solutions are mutually agreed upon.	When coaching, the SL asks probing questions and is not judgmental. The SL listens carefully and asks follow up questions. Does not offer “instant” solutions and assumes the best.
Planning	There is no short term or long term planning. No prioritization happens in school. Only urgent tasks are attended to while important tasks are pending, postponed or ignored.	There is some short-term planning. Priority is given to urgent tasks over important tasks, while long term planning is infrequent. No signs of delegation.	Short term planning is almost always done and long term planning is considered and given some attention. Important and urgent tasks are given priority and executed. There is some delegation in the school.	Planning is done for all aspects of the school for long term and short term. Continuing cycles of whole-school planning are conducted. Prioritization is a key aspect. Shared leadership and delegation are observed.

