

Instructional Management Rubric

Kim Marshall, revised 2016

	4 Highly Effective	3 Effective	2 Developing	1 Novice
A. Focus	I have a laser-like focus on student achievement and my strategic plan for the year.	I keep student achievement and my strategic plan in mind every day.	I periodically remind myself of my strategic plan and the goal of student achievement.	Each day is driven by events, not by my long-term goals.
B. Planning	I have an effective personal planning system for the year, month, week, and day.	I write down a list of what I want to accomplish each week and day.	I come to work with a list of what I want to accomplish that day.	I have a list in my head of what I want to accomplish each day but sometimes lose track.
C. Monitoring	I regularly evaluate progress toward my goals and work on continuous improvement.	I periodically review how I am doing on my weekly goals and try to do better.	I try to keep track of how I am doing on my goals.	I occasionally berate myself for not accomplishing my long range goals.
D. Expectations	Staff know exactly what is expected of them in terms of classroom instruction and discipline.	Most of my staff know what is expected in terms of classroom instruction and discipline.	I often have to remind teachers of policies on instruction and discipline.	I am constantly reminding staff to use better procedures for instruction and discipline.
E. Collaboration	All key teams are scheduled and regularly do high-quality work together.	Key team meetings are scheduled and take place regularly.	Each month I have to schedule key meetings because they are not in people's calendars.	I call grade-level, curriculum, and other meetings when there is a crisis or an immediate need.
F. Instruction	I visit 2-3 classrooms a day and give face-to-face feedback to each teacher within 24 hours.	I get into some classrooms every day and give personal feedback to each teacher.	I try to get into classrooms as much as possible but many days I don't succeed.	I am so busy that I rarely visit classrooms.
G. Follow-Up	I have a foolproof system for writing things down, prioritizing, and following up.	I almost always write important things down and follow up on the most critical ones.	I try to write things down but am swamped by events and sometimes don't follow up.	I trust my memory to retain important tasks, but I sometimes forget and drop the ball.
H. Delegation	I have highly competent people in key roles and delegate maximum responsibility to them.	I give key staff people plenty of responsibility for key items.	I have trouble letting go and delegating a number of key tasks.	I end up doing almost everything myself.
I. Prevention	I have effective strategies for preventing or deflecting time-wasting crises and activities.	I am quite good at preventing or deflecting most time-wasting crises and activities.	I try to prevent them, but crises and time-wasters sometimes eat up large chunks of time.	Much of each day is consumed by crises and time-wasting activities.
J. Balance	I am sharp and fresh because I attend to family, friends, fun, exercise, nutrition, sleep, and vacations.	I am mostly successful in balancing work demands with healthy habits and a life outside school.	I'm not always attending to family, health, exercise, sleep, and vacations.	Work and/or personal life are suffering because I rarely exercise, don't sleep enough, and am in poor health.

Overall rating: _____ **Ideas for improvement:** _____