

## Situational Panel Assessment Rubric: Superintendent

June 2014

*(Criteria and Descriptors)*

<b>Rating</b>	<b>No Evidence:</b> Responses indicate <u>no understanding</u>	<b>Limited Evidence:</b> Responses indicate <u>rudimentary understanding</u>	<b>Adequate Evidence:</b> Responses indicate <u>sufficient understanding</u>	<b>Ample Evidence:</b> Responses indicate <u>proficient understanding</u>
<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p><b>A. Policy and Law</b> Demonstrate an understanding of the role policy and statutory regulations plays in school district governance, administration, and School Board issues. Demonstrate knowledge of the roles and responsibilities of the School Board.</p> <p>___ Points</p>	Unable to describe or provide evidence of knowledge, skills, or mindsets that relate to Policy and Law.	Basic ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Policy and Law.	Sufficient ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Policy and Law.	Notable ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Policy and Law.
<p><b>B. Political Influence and Governance</b> Demonstrate an understanding of the role the political process plays in public education and how to interact with local and state government and community leaders.</p> <p>___ Points</p>	Inability to articulate or show evidence of knowledge, skills, or mindsets that relate to Political Influence and Governance.	Basic ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Political Influence and Governance.	Adequate ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Political Influence and Governance.	Exceptional ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Political Influence and Governance.
<p><b>C. Communication</b> Demonstrate knowledge of cultivating positive relationships between and with School Board members and the district and community.</p> <p>___ Points</p>	Unable to explain or provide evidence of knowledge, skills, or mindsets that relate to Communication.	Basic ability to explain or provide evidence of knowledge, skills, or mindsets that relate to Communication.	Sufficient ability to explain or provide evidence of knowledge, skills, or mindsets that relate to Communication.	Notable ability to explain or provide evidence of knowledge, skills, or mindsets that relate to Communication.

<p><b>D. Organizational Management</b>                  Demonstrate knowledge of factors that affect school finance, including sources of revenue, expenditure classifications, Generally Acceptable Accounting Principals, and local, state, and federal finance calculations.</p> <p>____ Points</p>	<p>Inability to describe or provide evidence of knowledge, skills, or mindsets that relate to Organizational Management.</p>	<p>Basic ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Organizational Management.</p>	<p>Adequate ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Organizational Management.</p>	<p>Exceptional ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Organizational Management.</p>
<p><b>E. Judgment and Problem Analysis</b>                  Demonstrate knowledge of how to balance varied and competing interests to assure the mission and vision of the school district is carried forward.</p> <p>____ Points</p>	<p>Unable to explain or provide evidence of knowledge, skills, or mindsets that relate to Judgment and Problem Analysis.</p>	<p>Basic ability to explain or provide evidence of knowledge, skills, or mindsets that relate to Judgment and Problem Analysis.</p>	<p>Sufficient ability to explain or provide evidence of knowledge, skills, or mindsets that relate to Judgment and Problem Analysis.</p>	<p>Notable ability to explain or provide evidence of knowledge, skills, or mindsets that relate to Judgment and Problem Analysis.</p>

Name of Student: \_\_\_\_\_ Total score: \_\_\_\_\_ /12 pts. possible

\_\_\_\_ University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
 (Signature)

\_\_\_\_ On-Site Supervisor \_\_\_\_\_ Title District name: \_\_\_\_\_  
 (Signature)

**(Please place a check beside the name of the person who completed this rubric)**

**Rubric Scoring System**  
**9-12 Meets standards**  
**6-8 Additional work**  
**0-5 Does not meet standards**

**Situational Panel Assessment Rubric: K-12 Principal**  
(Criteria and Descriptors)

<b>Rating</b>	<b>No Evidence:</b> Responses indicate <u>no understanding</u>	<b>Limited Evidence:</b> Responses indicate <u>rudimentary understanding</u>	<b>Adequate Evidence:</b> Responses indicate <u>sufficient understanding</u>	<b>Ample Evidence:</b> Responses indicate <u>proficient understanding</u>
<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p><b>A. Instructional Leadership</b> Understand apply school-wide and district-wide literacy and numeracy systems.</p> <p>___ Points</p>	Unable to describe or provide evidence of knowledge, skills, or mindsets that relate to Instructional Leadership.	Basic ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Instructional Leadership.	Adequate ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Instructional Leadership.	Notable ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Instructional Leadership.
<p><b>B. Monitor Student Learning</b> Demonstrate the ability to create a culture that fosters a community of learners through support services, discipline plans, and via schedules, activities, and special education programs and services.</p> <p>___ Points</p>	Inability to articulate or show evidence of knowledge, skills, or mindsets that relate to Monitoring Student Learning.	Basic ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Monitoring Student Learning.	Sufficient ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Monitoring Student Learning.	Exceptional ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Monitoring Student Learning.
<p><b>C. K-12 Leadership</b> Demonstrate understanding of the articulation and alignment of curriculum from pre-school through grade 12 at all organizational levels. Display the ability to work with teachers, staff, and parents to enhance the educational environment. Demonstrate understanding of developmental needs of children of all ages and abilities.</p> <p>___ Points</p>	Unable to explain or provide evidence of knowledge, skills, or mindsets that relate to K-12 Leadership.	Basic ability to explain or provide evidence of knowledge, skills, or mindsets that relate to K-12 Leadership.	Adequate ability to explain or provide evidence of knowledge, skills, or mindsets that relate to K-12 Leadership.	Notable ability to explain or provide evidence of knowledge, skills, or mindsets that relate to K-12 Leadership.

Name of Student: \_\_\_\_\_ Total score: \_\_\_\_\_ /12 pts. possible

\_\_\_\_ University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
*(Signature)*

\_\_\_\_ On-Site Supervisor \_\_\_\_\_ Title District name: \_\_\_\_\_  
*(Signature)*

**(Please place a check beside the name of the person who completed this rubric)**

**Rubric Scoring System**  
**9-12 Meets standards**  
**6-8 Additional work**  
**0-5 Does not meet standards**

**Situational Panel Assessment Rubric: Director of Special Education**  
(Criteria and Descriptors)

<b>Rating</b>	<b>No Evidence:</b> Responses indicate <u>no understanding</u>	<b>Limited Evidence:</b> Responses indicate <u>rudimentary understanding</u>	<b>Adequate Evidence:</b> Responses indicate <u>sufficient understanding</u>	<b>Ample Evidence:</b> Responses indicate <u>proficient understanding</u>
<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p><b>A. Policy and Law</b> Demonstrate an understanding of state and federal laws, rules, and procedures governing and monitoring special education finance, budgeting and accounting.</p> <p>____ Points</p>	Unable to describe or provide evidence of knowledge, skills, or mindsets that relate to Policy and Law.	Basic ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Policy and Law.	Adequate ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Policy and Law.	Notable ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Policy and Law.
<p><b>B. Organizational Management</b> Demonstrate knowledge of statutory regulations affecting Board meetings, communications, procedures, and practices that affect special education governance and policy. Demonstrate knowledge of special education administrative models used in Minnesota.</p> <p>____ Points</p>	Inability to articulate or show evidence of knowledge, skills, or mindsets that relate to Organizational Management.	Basic ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Organizational Management.	Sufficient ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Organizational Management.	Exceptional ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Organizational Management.
<p><b>C. Resource Allocation</b> Demonstrate an understanding of special education program development including needs assessment, design and evaluation. Demonstrate knowledge of the resources available that serve students with a disability and their families.</p> <p>____ Points</p>	Unable to explain or provide evidence of knowledge, skills, or mindsets that relate to Resource Allocation.	Basic ability to explain or provide evidence of knowledge, skills, or mindsets that relate to Resource Allocation.	Adequate ability to explain or provide evidence of knowledge, skills, or mindsets that relate to Resource Allocation.	Notable ability to explain or provide evidence of knowledge, skills, or mindsets that relate to Resource Allocation.

Name of Student: \_\_\_\_\_ Total score: \_\_\_\_\_ /12 pts. possible

\_\_\_\_ University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
*(Signature)*

\_\_\_\_ On-Site Supervisor \_\_\_\_\_ Title District name: \_\_\_\_\_  
*(Signature)*

**(Please place a check beside the name of the person who completed this rubric)**

**Rubric Scoring System**  
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**6-8 Additional work**  
**0-5 Does not meet standards**

## Situational Panel Assessment Rubric: Director of Community Education

*(Criteria and Descriptors)*

<b>Rating</b>	<b>No Evidence:</b> Responses indicate <u>no understanding</u>	<b>Limited Evidence:</b> Responses indicate <u>rudimentary understanding</u>	<b>Adequate Evidence:</b> Responses indicate <u>sufficient understanding</u>	<b>Ample Evidence:</b> Responses indicate <u>proficient understanding</u>
<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p><b>A. Community Education Concepts</b> Understand and describe the history, philosophy, and principles of community education and its role in the PK-12 system. Demonstrate knowledge of community assessment for programming both in the schools and community. Understand how resources are used and distributed.</p> <p>Points</p>	<p>Unable to describe or provide evidence of knowledge, skills, or mindsets that relate to Community Education Concepts.</p>	<p>Basic ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Community Education Concepts.</p>	<p>Adequate ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Community Education Concepts.</p>	<p>Notable ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Community Education Concepts.</p>
<p><b>B. Community Capital</b> Demonstrate an understanding of advisory councils, their role, organization, functions and development. Demonstrate knowledge of the importance of building partnerships with the community to increase opportunities for education for all residents. Understand how to engage local, civic and business resources for enhanced programs and services. Demonstrate an understanding of factors that affect school finance, including revenue, expenditures, accounting principles, and local, state, and federal finance calculations.</p> <p>Points</p>	<p>Inability to articulate or show evidence of knowledge, skills, or mindsets that relate to Community Capital.</p>	<p>Basic ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Community Capital.</p>	<p>Sufficient ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Community Capital.</p>	<p>Exceptional ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Community Capital.</p>

Name of Student: \_\_\_\_\_ Total score: \_\_\_\_\_ /12 pts. possible

\_\_\_\_ University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
*(Signature)*

\_\_\_\_ On-Site Supervisor \_\_\_\_\_ Title District name: \_\_\_\_\_  
*(Signature)*

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