

## Rubric Overview

For each question in the seven sections below, please rate the competencies under each facet of leadership, with (1) meaning “Very Insufficient Performance;” (2) meaning “Insufficient Performance;” (3) meaning “Average Performance;” (4) meaning “Effective Performance;” and (5) meaning “Very Effective Performance.” You may provide written comments for each question, and general comments for each section, in the spaces provided. Comments are required for each competency scored below 3. After completing the evaluation instrument, the Board members’ scores will be compiled into a composite score for each of the five sections contained in the evaluation instrument; an aggregate composite score will also be provided. The committee recommends that Board members consider an aggregate composite score of less than 2.0 on a 5.0 to be overall insufficient performance. Items held in abeyance until 2021 will be stricken from the evaluation instrument and will not be scored as part of the categorical average. Competencies that are not completed by a Board member will not be scored and will not be factored into the composite score for the sections or the aggregate composite score.

1) Fiduciary Responsibility

Competencies	(1)	(2)	(3)	(4)	(5)	Comments
<p>1a) Regularly and effectively works with and advises the State Board, the Governor, and the Legislature as to the financial needs of K-12 public education, as those needs have been prioritized by the Board. Facilitates open discussion among the Board and provides relevant fiscal information prior to the Board's adoption of an Annual Budget Request to the Executive Budget Office for K-12 public education.</p>						

1b) Advocates for the financial needs of the ALSDE to accomplish the vision and goals of the Board. In order to support the Board as it exercises its fiduciary responsibility on elementary and secondary education, provides the Board with a proposed ALSDE budget that aligns the ALSDE's budget to Board priorities, the needs of public education, and Legislative and Federal budgetary programs, including meeting the needs of rural and struggling schools regarding technology, infrastructure, and remote learning.

<p>1c) Maintains appropriate systems of measurement and reporting to assure accountability of the K-12 public education system to its stakeholders by providing an annual report of the ALSDE expenditures by program, object codes, and subject codes.</p>						
<p>1d) Manages the ALSDE efficiently and effectively with talented, skilled personnel who implement the legal responsibilities of the ALSDE under the Board's fiduciary oversight. Aligns personnel expenditures with applicable state and federal laws and requirements as well as Board priorities. Expends resources as reflected in the ALSDE annual budget.</p>						

1e) Systematically and effectively monitors and manages performance and productivity of the ALSDE.

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Comments:

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2) Statewide Vision for Student Achievement

Competencies	(1)	(2)	(3)	(4)	(5)	Comments
2a) Recommends Educator Preparation Programs for Board approval those programs that meet the requirements of the Board's approved standards in the <i>Administrative Code</i> including any provisions required of the Board by the <i>Code of Alabama</i> (1975) and promotes high-quality professional development opportunities for in-service teachers.						
2b) Regularly and effectively informs the public as to the performance and needs of K-12 public education making use of the ALSDE website and social media platforms and providing press releases as well as media availability.						

<p>2c) Provides student-focused growth and achievement targets for state summative assessments in Mathematics and English Language Arts and reports student achievement and growth to the public as required by the <i>Elementary and Secondary Education Act (ESEA)</i>.</p>						
<p>2d) Reports annually the percentage of high school graduates who need to take remedial courses in college; reductions in the gap between the graduation rate and the college/career readiness rate; and increases in the percentage of students participative in dual enrollment courses.</p>						

<p>2e) Collaborates with other educational leaders (pre-K – K-12 – postsecondary) as well as the workforce and business leaders to strengthen support for the entire education community.</p>						
<p>2f) Implements an effective system of assistance for schools identified for Comprehensive Support and Improvement (lowest 5%) and actively tracks progress in academic performance for those schools through the Office of School Improvement. Provides an annual report to the Board on this progress.</p>						



Comments:

3) Communications and External Affairs

Competencies	(1)	(2)	(3)	(4)	(5)	Comments
<p>3a) Maintains an effective working relationship with local administrators, boards of education, and district officials.</p>						
<p>3b) Provides a communication conduit to identify Board priorities to include on work session agendas. As the Board considers adoption of rules and other items requiring its approval, provides the Board with timely and comprehensive information and reports to assist it in making informed decisions.</p>						

<p>3c) Maintains effective working relationships with the business community, public workforce system, community organizations, professional associations, the media, and the general public in general and reports on the status of such relationships to the Board at least quarterly.</p>						
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<p>3d) Maintains an effective working relationship with the Governor, Legislature, Congressional delegation, and the U.S. Department of Education and reports on the status of such relationships to the Board at least quarterly.</p>						
<p>3e) Models inclusion of diverse opinions, visionary leadership, and exemplifies the ideals of trust and respect for ALSDE staff, Board members, parents, and citizens.</p>						

Comments:

4) Annual Progress Against Measurable Objectives

Competencies	(1)	(2)	(3)	(4)	(5)	Comments
4a) Reports to the Board annually growth against ESEA targets in reading (or English Language Arts as applicable) in all subgroups.						
4b) Reports to the Board annually growth against ESEA targets in mathematics in all subgroups.						
4c) Starting in 2022, National Assessment of Education Progress (NAEP) Mathematics scores will increase toward a target of moving Alabama to the top 40 in performance by 2030-2031 administration.						

4d) Starting in 2022, National Assessment of Education Progress (NAEP) Reading scores will increase toward a target of moving Alabama to the top 40 in performance by 2030-2031 administration.

4e) By 2022, has established and implemented a plan in collaboration with Alabama Commission on Higher Education and the Alabama Community College System to reduce the postsecondary remediation rate to include measurable goals.

4f) Increase the number of students earning a College and Career Readiness (CCR) Indicator status by 2% annually.						
4g) Increase reading proficiency for 3 <sup>rd</sup> grade by 3% annually, beginning in 2022-2023 school year after a clear baseline is established in the Spring 2022 administration.						
4h) Increase reading proficiency for 5 <sup>th</sup> grade by 3% annually, beginning in 2022-2023 school year after a clear baseline is established in the Spring 2022 administration.						



4i) Increase the number of schools participating in youth apprenticeships by 2% annually, as determined by the Alabama Office of Apprenticeship.

Comments:

5) Setting Goals Aligned to Alabama State Board of Education's Priorities

Competencies	(1)	(2)	(3)	(4)	(5)	Comments
5a) By fall 2022 has identified baseline data and annual targets for reading.						
5b) By fall 2022 has identified baseline data and annual targets for mathematics.						
5c) Has identified and recommended to the Board incentives, including stipends and scholarships, designed to increase the number of National Board Certified Teachers (NBCTs) throughout the state, with a target to increase the overall number of NBCTs by 2% annually.						

5d) Has identified and made progress on a plan to require all Educator Preparation Programs to comply with the <i>Alabama Literacy Act</i> by 2022.						
5e) Has identified and made progress on a plan to train 25% of K-3 teachers in Language Essentials for Teachers of Reading and Spelling (LETRS) by 2023.						

5f) Has identified and made progress on a plan to increase the number of Certified Academic Language Therapists (CALTs) in K-12 public schools by 20 percent between 2020 and 2025.

5g) Has identified and made progress on a plan to establish a Jobs for Alabama's Graduates (JAG) program in each of Alabama's 67 counties by 2025, subject to Legislative appropriation.

5h) Has identified and made progress on a plan to ensure that each student has access to a high-quality computer science program, subject to Legislative appropriation, for high schools (2021-2022) and middle schools (2022-2023).

Comments: