Standard III, Theme III ~ Continuous Improvement Continuum: Evaluation of The Organization Rubric

	One	Two	Three	Four	Five
A P P R O A C H	Candidate lacks goals and strategies for the evaluation and continuous improvement of the school organization, including management issues, facilities, legal issues, and management technologies. Planning is insufficient, due to lack of knowledge base.	The cohort member uses little data or few data sources to analyze problems found within the organization and management functions. Legal issues are lightly addressed. Technology for management and collection of data is used minimally.	Some elements of the school organization are evaluated for effectiveness in supporting student thinking and learning and creating an environment for success. There is some attempt to build a plan based on data and research.	The cohort member uses data and best practices to develop an action plan to improve a management or organization issue. Appropriate elements of school operations are evaluated for improvement and to ensure congruence of the elements with respect to the continuum of student learning experiences and alignment with vision and mission.	The cohort member analyzes and evaluates all appropriate aspects of the school organization rigorously and creates an action plan that sparks continuous improvement. Students, and the maintenance of a comprehensive learning continuum for students, become the focus of all aspects of the school improvement process and are not dependent upon addressing only one problem. Management technologies are integrated into implementing improvement needs.
I M P L E M E N T A T I O N	Cohort member lacks overall plan for evaluation and continuous improvement. Strategies are changed only when circumstance sparks the need to improve. Reactive decisions and activities are a daily mode of operation to find answers to the plan.	The plan of the cohort member speaks to making isolated changes in some areas of the school organization in response to problem incidents. Changes are not preceded by comprehensive analyses, such as understanding root problem causes. The effectiveness of the school organization or changes made are not known nor are measurable.	The plan of the candidate is based on the root causes and perceptions of staff, students, and other appropriate stakeholders. Operational and/or management processes are clearly identified in the plan.	Cohort member completed a thorough analysis of the problem organizational and management issue(s). Candidate developed a rigorous problem-solving plan that involves multiple stakeholders. The plan clearly identified what an effective plan encompasses that creates the conditions in each classroom and in the building that support improvement in learning for all students.	Cohort member built a plan design that is appropriate and effective, and mirrors best research and practice to improve organizational or management issues. The problem-solving component utilizes the thinking of all appropriate stakeholders. The plan is aligned with the vision and mission. The monitoring and evaluation components are designed with ways to ensure the plan is implemented and that improvement occurs. Feedback strategies are continuous. All staff are responsible and accountable for continuous improvement.
R E S U L T S	Cohort member does not know that "finger pointing" and blaming for ineffectiveness exists for a specific strategy. Individuals struggle with any system failure. "Finger pointing" and blaming others for failure	The plan of the cohort member outlines temporary measures only that do not likely result in long term improvements. Few positive results are foreseen. Many aspects of the plan are incongruent, preventing the school from reaching	The plan shows evidence of effective improvement strategies that are measurable and based on research and best practice. Positive changes are suggested that lead to improvement.	Cohort member is astute in assessing and in predicting the impact of the strategies suggested in the plan.. Sustainable improvements are integrated into the plan with effective strategies for monitoring and feedback.	Plan allows the school to become a congruent and effective learning organization with research-based strategies for organizational and management issues. Legal issues are treated appropriately and plans are implemented to support the diversity of student needs. Improvement in student achievement is foreseen.

occurs. The effectiveness of strategies is not known. Mistakes are repeated.	its vision.	Evaluation calls for accountability of results.		