



General Managers Rubrics of Professional Practice

Introduction: This Professional Practice Review (PPR) rubric is intended to provide a structure for self-reflection and goal-centered professional conversations in accordance with procedure 172. High priority standards are highlighted. These standards are aligned with job description duties but some of the duties are not reflected in these standards

Self-Assess Your Professional Practice

Reflect on each standard. Use the following rubrics to guide this process. Highlight or check the best descriptor for each title. Think of clear evidence that would support your assessment. Be prepared to show evidence if the principal asks for it.

Morrison Academy holds **general managers** to five standards.

STANDARD 1: COMMUNITY DEVELOPMENT - Cultivates relationships that contribute to a Christ-centered community.

STANDARD 2: COMMUNICATION - Communicates effectively and in a Christ-honoring manner.

STANDARD 3: RESOURCE MANAGEMENT - Practices good stewardship of the school's resources.

STANDARD 4: PROFESSIONAL LEARNING - Demonstrates life-long learning.

STANDARD 5: CHRISTIAN BEHAVIOR- Models Morrison's Christian behavior and professional ethics described in Policy 3020.

NAME:

DATE:

STANDARD 1: COMMUNITY DEVELOPMENT – Cultivates relationships that contribute to a Christ-centered community.

	Inconsistent Practice	Developing Practice	Proficient Practice	Exemplary Practice
Public Relations	Inconsistently manages conversations to foster the school's image or purpose. Joins constituents in complaints about the school.	Tries to manage conversations to foster the school's image or purpose, but does not refute misinformation. Joins constituents in complaints about the school.	Actively supports the school's values and vision. Protects the image of the school in the community. Corrects or re-directs misinformation. Participates in school events when asked.	Proactively supports the school's values and vision. Promotes the image of the school in the community. Constructively pursues resolution of issues through proper channels. Contributes to school events and projects.
Colleagues	Interactions with other team members are characterized by conflict, sarcasm, put-downs or "silent treatment". Resistant to or avoids conflict resolution, unyielding when changes are recommended or discussed.	Does not demonstrate negative behavior toward other team members but remains detached. Avoids confrontation, resists peace-making efforts by others. Vague or unclear in their understanding of team roles.	Flexible, attentive to others' roles in the team. Interactions are polite and respectful. Accepts work from supervisor without complaining. Approaches conflict resolution with forethought and desire for reconciliation.	Demonstrates genuine care for other team members as individuals and part of a community. Seeks input from other team members and is attentive to their role in the bigger picture. Seeks ways to support the supervisor. Is an initiator in the peacemaking.
Students, Parents & Visitors	Interaction with some students, parents or visitors is negative, demeaning, sarcastic, or inappropriate to the age or culture of the recipient.	Interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for an individual's culture.	Interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms.	Cultivates Christ-like caring relationships with all constituents. Models how to live and work in a Christ centered community.
Staff Supervision	Rarely observes staff or is unfamiliar with their roles. Not concerned with staff morale or unwilling to make accommodations.	Occasionally observes, evaluates and talks with staff about their roles. Occasionally encourage staff or makes inconsistent accommodations.	Routinely observes, evaluates and talks with staff about their roles. Regularly offers encouragement and pays attention to staff morale.	All of Proficient Practice plus... • seeks new ways to allow workers to enjoy their work • brainstorms ways to work more efficiently
Vendor Relations	No established norms for vendor selection and evaluation.	Vendor selection and evaluation norms are incomplete. Occasionally observes, evaluates and talks with vendors about their service.	Vendor selection and evaluation norms are complete. Routinely and objectively observes, evaluates and talks with vendors about their service.	All of Proficient Practice plus... • keeps relationships transparent • inspires the vendor to improve service.

Government Liaison	Has no interest in building relationships with local government agencies and Chinese community.	Has some relationship with local government agencies and Chinese community to serve the needs of the school.	Maintains good relationship with local government agencies and Chinese community in order to meets the needs of the school.	All of Proficient Practice plus... Takes advantage of opportunities for government and community leaders to observe and experience our distinctly Christian school community.
---------------------------	---	--	---	--

Evidence and/or Comments:

STANDARD 2: COMMUNICATION – Communicates effectively and in a Christ-honoring manner.

	Inconsistent Practice	Developing Practice	Proficient Practice	Exemplary Practice
Confidentiality	Disregards need for confidentiality in either oral or written documentation. Confidential information is handled inappropriately. Confidential materials are not filed separately in a safe manner.	Confidential information is occasionally, inadvertently handled inappropriately. Confidential material and files are kept unsecured with general files.	Confidential information is relayed to the appropriate parties involved and remains confined within those boundaries. Confidential materials and files are inaccessible to others	Confidential information is limited to the parties involved with expressed assurance of confidentiality whereby all those involved feel secure. Does not need to be told what is confidential and advocates the highest standards of confidentiality.
Politeness	Responses to those who come or call the office are incomplete, inappropriate or offensive. Personal conversations are excessive.	Responses to those who come to or call the office are complete, appropriate and not offensive. Personal conversations are common.	Responses to others are always welcoming, respectful and polite. Personal conversations are infrequent.	Responses are welcoming and complete giving the recipient a feeling of being well-attended with an openness to respond back any time. Personal conversations are infrequent.
Language (English & Chinese)	Written or spoken language contain many grammatical and syntax errors. Vocabulary may be inappropriate, vague or used incorrectly.	Written or spoken language is clear and used correctly. Vocabulary is correct but limited, or is not always appropriate to the situation.	Written or spoken language is clear and correct. Vocabulary is appropriate to the situation.	Written or spoken language is correct and expressive, with well-chosen vocabulary that enriches communication with the listener. Written communication is consistently checked for errors.
Timeliness	Information is handled inefficiently. Responses are not provided in a timely manner.	Information is passed on to others who need it when it is convenient to the general manager. Timeliness of responses is inconsistent.	Information is consistently passed on to those who need it in a timely way. Responses are consistently provided in a timely manner.	Supervisors and others can depend on the general manager to consistently respond quickly and efficiently.
Documentation	Contracts, maintenance schedules, and employee regulations have not been established.	Contracts, maintenance schedules, and employee responsibilities have been established, but have not yet been adequately documented.	Contracts, maintenance schedules, and regulations for all workers are in place.	Contracts, maintenance schedules, and regulations for all workers are regularly inspected and documentation files are well organized.

Evidence and/or Comments:

STANDARD 3: RESOURCE MANAGEMENT- Practices good stewardship of the school's resources.

	Inconsistent Practice	Developing Practice	Proficient Practice	Exemplary Practice
Knowledge of Regulations	Rarely demonstrates knowledge of procedures and policies. Makes exceptions without permission.	Sometimes demonstrates knowledge of procedures and policies and school rules. Does not knowingly make exceptions without permission.	Regularly demonstrates knowledge of procedures, policies and school rules. Implements them consistently.	Purposefully demonstrates knowledge of procedures, policies and school rules. Notices and addresses inconsistencies or problems.
Time Management	Easily overwhelmed by workload; slow worker; tasks are not consistently accomplished by deadlines. Consistently needs to use others to finish details or find solutions to problems.	Evidence suggests a loose approach to task completion. Many tasks are left until the last minute. Often needs to use others to finish details or find solutions to problems. Does not delegate ahead of time.	Evidence suggests a system of planning, prioritizing, and completing tasks. Is self-monitoring. Tasks are consistently accomplished in a timely manner. Details that need to be delegated to others are done so ahead of time.	Tasks are often accomplished ahead of schedule. Seeks work to do if tasks are finished. Rarely imposes upon others to help finish jobs at the last minute. Details are rarely missed.
Facility Management	Minimally concerned with appearance of facilities outside and inside. Equipment is in poor condition and operating supplies are inadequate.	Inconsistent practices in maintaining equipment and inventory of operating supplies.	Continual inspection of the facilities during frequent walk thru of all areas and timely remedy of any deficiencies in facilities, equipment, and operating supplies.	All of Proficient Practice plus... Recruits volunteers, specialists, professionals to help with various campus wide cleaning and improvement projects.
Purchasing	Bulk buying and competitive bidding procedures are not practiced.	Bulk buying and competitive bidding procedures are practiced, but lack objectivity.	Aggressive and objective bulk buying and competitive bidding procedures are practiced. The pool of vendors is being increased	All of Proficient Practice plus... Purchasing procedures are transparent and a 3rd party is involved when appropriate.

Energy	No energy-saving plans have been established.	Energy-saving schemes have been established, but they are not effectively observed by all staff.	Ask the Principal to promote energy-savings plans and consistently encourage all staff to be good stewards of the school's resources.	All of Proficient Practice plus... Research and Introduce advanced energy saving schemes.
Safety & Security	Fire drills, safety equipment inspections, and staff safety training are not conducted.	Fire drills, safety equipment inspections, and staff safety training are conducted inconsistently.	Fire drills, safety equipment inspections, and staff safety training are scheduled, implemented and documented routinely.	All of Proficient Practice plus... safety and security professionals are invited to conduct demonstrations and review the school's procedures.

Evidence and/or Comments:

STANDARD 4: PROFESSIONAL LEARNING – Demonstrates life-long learning.

	Inconsistent Practice	Developing Practice	Proficient Practice	Exemplary Practice
Innovation	Unwilling or reluctant to implement new methods of managing office duties.	Implements new methods when required. Learning to manage time to learn new computer and other systems.	Proactively implements new strategies/ practices/ systems. Works with supervisor to improve practices or initiates investigation and/or research into more efficient methods.	All of Proficient Practice plus... mentors colleagues in trying new strategies and in analyzing the results to determine effectiveness.
Professional Learning	Unwilling or reluctant to pursue ongoing professional learning.	Recognizes the value of life-long-learning and actively participates when given opportunity to develop professional skills.	Seeks opportunities for professional growth. Is actively engaged in developing professional skills.	All of Proficient Practice plus... offers to help colleagues to develop professionally.
Reflective Practice	Unable or unwilling to accurately self-assess and/or to respond to constructive feedback.	Accurately self-assesses professional growth and accepts constructive feedback.	Self-assesses professional growth through reflection which includes clear documentation of evidence. Welcomes constructive feedback.	All of Proficient Practice plus... works with supervisor to research best practices and is often a resource to others
Initiative	Does not sustain professional goal process without on-going supervision or prompting.	Some attempt to prioritize goal-setting process and follow-through.	Takes responsibility for goal-setting process and follow-through. Initiates professional conversations with supervisor and colleagues.	All of Proficient Practice plus... conducts training sessions and/or actively helps colleagues to attain their professional goals.

Evidence and/or Comments:

STANDARD 5: CHRISTIAN BEHAVIOR - Models the Christian behavior and professional ethics described in Policy #3020 in the Morrison community.

	Inconsistent Practice	Developing Practice	Proficient Practice	Exemplary Practice
Open and Accountable	Does not demonstrate accountability to God. Often remains isolated from the school community.	Is friendly, but often does not contribute to the school community with openness, encouragement, trustworthiness, confession, exhortation, and humility.	Demonstrates accountability to God and is contributing to the school community with openness, encouragement, trustworthiness, confession, exhortation, and humility.	Proactively helps others to invest in school relationships while consistently modeling openness, encouragement, trustworthiness, confession, exhortation, and humility. Models transparency with accountability partners.
Loving	Often displays a negative outlook to others in the community. Has a judgmental attitude and often offends other people.	Working to maintain a positive demeanor that is usually characterized by friendliness and looking for positive solutions. Often lacks discretion and sensitivity towards others.	Consistently maintains a positive, friendly, and loving demeanor. Exhibits discretion and sensitivity in regards to potentially offensive or divisive behavior.	Consistently models generous, unconditional love for everyone in the school community. Proactively encourages others to contribute towards a caring community.
Partners with Parents	Repeatedly displays a disregard for parents and/or does not actively pursue a respectful relationship with them.	Is developing systems to partner with parents that will provide feedback in an encouraging and supportive manner, but occasionally undermining relationships with parents.	Consistently develops partnering relationships with parents that are respectful, encouraging, culturally sensitive, and solution-based.	Models exemplary partnerships with parents and supports others in building relationships that are characterized by respect, trust, fairness, and confidentiality.
Nurtures Students	Repeatedly fails to treat students with dignity, fairness, or respect. Has little interest and/or shows no awareness of students outside of academics. Fails to make needed accommodations.	Sometimes fails to treat a challenging student with dignity, fairness, or respect. Expresses some interest in the student and is beginning to engage students in more than just academic growth.	Consistently treats each student with dignity and respect. Builds trusting relationships with students. Inspires students in academic, social, emotional, and spiritual growth.	Routinely spends time mentoring students outside the classroom and in co-curricular activities. Consistently models wise and responsible stewardship. Actively encourages students to follow Christ.
Supports Leadership	Repeatedly displays a negative and critical spirit by overtly spreading descent by voicing complaints,	Shows respect and support for school leaders when they agree, but publically voicing complaints of leaders, decisions, policies, or procedures.	Brings any issues of concern to leaders in a private and constructive manner. Shows respect and support for school leadership decisions by choosing	Models respect for authority in both words and actions. Encourages others to show support for school leaders, policies, and procedures

	consistently criticizing leaders, decisions, policies, and procedures.		to refrain from gossip and complaining.	
--	--	--	--	--

Evidence and/or Comments: