Minnesota Department of
Education

Measuring Principal Performance in Minnesota

Performance Measure and Indicator Rubric

January 30, 2012

Minnesota Principal Rubric for Professional Growth and Evaluation

Rubric for Evaluating Minnesota Principals

The following rubric was developed as a tool for the state and LEAs to use in the implementation of the Minnesota principal evaluation model.   This tool will be used by Superintendents or designees in evaluating the effectiveness of school principals and for planning focused professional development to continually improve school leadership. The rubric should be used in conjunction with the Minnesota state model for Leadership Evaluation and Development. Superintendents and/or designees will be trained in the use of this rubric.

The rubric provides clarity for principals about the actions they are expected to take in order to drive student achievement and teacher effectiveness outcomes. The rubric will provide trained evaluators with a guide to observable indicators that ensure actions have actually taken place.

This rubric serves as a key component of our state's overall principal evaluation model that defines a clear, shared vision of principal effectiveness as a basis for professional growth and development.

The rubric was derived from several researched, nationally reputable sources, from other state rubric examples, and from the core competencies developed by MASA, MESPA, MASSP, and BOSA in *The Evaluation of Minnesota's School Principals*.

National rubric examples used to guide the development of the Minnesota rubric include

- New Leaders for New Schools: Principal Leadership Actions Rubric
- Kim Marshall: Principal Evaluation Rubric
- Marzano Research Laboratory: Marzano Principal Evaluation System
- The Leadership and Learning Center: Reeves Leadership Performance Matrix

Resources used to develop the rubric include state examples from

- Illinois
- Iowa
- Kentucky
- North Carolina
- Ohio
- Rhode Island

Note that levels of performance are cumulative as you move up the rubric from Satisfactory to Distinguished levels of performance. A principal performing at the Distinguished level for an indicator also demonstrates actions defined for the Satisfactory and Accomplished levels.

The rubric will continue to be refined and updated as a defined number of LEAs will serve as pilot sites for the initial implementation of the Minnesota model for Leadership Evaluation and Development during the 2012-2013 school year. Therefore, the rubric will stay in DRAFT form and continually be revised and improved as we receive feedback from our pilot sites.

Performance Measure #1

Establishes a Mission and Vision Focused on Shared Goals and High Expectations

Indicator 1A: *Engages all stakeholders in the development and implementation of a shared vision of learning, a strong organizational mission, and high, measureable goals that prepare every student to succeed in post-secondary learning and to become responsible and contributing citizens.*

DISTINGUISHED (4)
- Principal regularly engages stakeholders representing all roles (staff, students, parents, community) and their perspectives.
- Principal uses the vision, mission and goals to drive decisions and to build a school culture of high expectations; the school's vision, mission, and goals drive the collaborative process used to build capacity of the school community to examine and analyze data in order to make informed instructional decisions.
- Principal leads the school and community in collaborative processes to establish measureable school-wide goals aligned to district goals using multiple sources of data, engages the support of the central office in the complex process, and implements actions to increase staff and community effectiveness in reaching the school's vision, mission, and student achievement goals.
- Principal routinely continues the collaboration processes to monitor alignment of actions, messages, and routines to ensure achievement of school's vision, mission and goals.

    And…

ACCOMPLISHED (3)
- Principal regularly engages with key stakeholders (staff and student) perspectives.
- Principal uses the vision, mission, and goals in decision-making and to guide processes established with stakeholder groups in making informed instructional decisions.
- Principal collaboratively develops a shared school vision, uses multiple sources of data to identify measureable school-wide goals to increase student achievement, and designs corresponding actions to increase staff effectiveness.
- Principal aligns actions, school practices, messages, and routines with the school vision, mission, and goals.
    And…

SATISFACTORY (2)
- Principal provides limited opportunities for engaging key stakeholder perspectives.
- Principal refers to vision, mission, and goals when making decisions but may not be guided by vision, mission, and goals or input from stakeholders when making informed instructional decisions.
- Principal implements a process for the development of a shared school vision that identifies high achievement for students and staff effectiveness.
- Principal remains focused on the school vision and mission as he or she identifies goals and actions to achieve them.

UNSATISFACTORY (1)
- Principal does not engage stakeholder perspectives in the development, implementation, monitoring, and refinement of a shared vision and mission or for setting goals for high student achievement and career readiness; principal does not communicate the school's vision, mission, and goals to all stakeholders.
- Stakeholders are unaware of the decision making process.
- Principal actions contradict the school vision, mission, and goals and/or demonstrate inconsistencies between stated beliefs and actions.
- Principal fails to fully develop a school vision, mission, and goals for high achievement for students and staff effectiveness.
- Principal does not connect goals to a plan to achieve them, and goals are not data-driven.

Possible Sources of Evidence:
- *Visible alignment between the vision, the school mission, and identified goals (observations and artifacts: the School Improvement Plan, School Report Card and grade level goals)*
- *School vision, mission, and goals shared with stakeholder groups (observations and artifacts: presentation to stakeholders)*
- *Building level staff development plan aligned to the School Improvement Plan and the district vision and mission (observations and artifacts: the School Improvement Plan and the building staff development plan)*
- *Building-wide goals and vision shared and widely known within the school community (observations and artifacts: posters and newsletter)*
- *School visits showing strong staff and stakeholder involvement in, understanding of, and commitment to the school's mission, vision, and goals*
- *School staff and other stakeholders participation in annually updating the school's mission statement and goals*
- *Surveys of staff, parents, students, or other stakeholders meeting district or school targets for reported involvement in the development of the school's mission, vision, and goals*
- *Surveys of staff, parents, student or other stakeholders meeting district or school targets for reported understanding of and commitment to the school's mission, vision, and goals*
- *Parents, staff, and others familiarity with academic expectations (observations and artifacts: homework policy, academic guidelines, parent handbook)*
- *Other: _____*
- *Other: _____*

Performance Measure #1

Establishes a Mission and Vision Focused on Shared Goals and High Expectations

Indicator 1B: *Articulates a vision and develops implementation strategies for change that result in measureable achievement gains for all students and close the achievement gaps.*

DISTINGUISHED (4)

- Principal initiates and communicates changes to vision, mission, and goals based on data to improve school performance and establishes a school culture of high expectations that incorporates collaborative decision-making processes to achieve measureable goals and close the achievement gap for all students.
- Principal identifies and communicates actions, roles, responsibilities, timelines, and decision-making processes to appropriate stakeholder groups.
- Principal builds staff ownership, efficacy, and empowerment in the goal areas and assigns teachers to focus on goals effecting students school-wide as well as specific goals appropriate to their assignment areas.
- Principal designs, develops, and implements ongoing cycles of data collection, analysis, professional development, implementation, and reflection to monitor progress toward goals and to promote change for continuous improvement.
- Principal adapts his or her leadership style to meet the needs of specific situations, models flexibility, and builds a sense of efficacy and empowerment among staff to collectively meet challenges, increase student achievement, and improve teacher effectiveness.

  And…

ACCOMPLISHED (3)

- Principal communicates and models a commitment to the vision, mission, and goals and promotes a school culture of high expectations that incorporates collaborative decisions-making processes to achieve measureable goals and close the achievement gaps for all students.
- Principal connects actions and communications, and includes all stakeholders in decision-making processes.
- Principal engages a diverse group of stakeholders and the support of the central office to implement changes needed to improve learning.
- Principal creates a process to gather data to monitor, track, and review progress toward goals and routinely and systematically communicates impacts and progress to stakeholders.
- Principal monitors the change process and addresses factors that will increase staff motivation and installs practices that promote persistence and well-being.

  And…

SATISFACTORY (2)

- Principal communicates a commitment to the vision, mission, and goals and promotes a school culture of high expectations, without embedded processes to support vision, mission, and goals.
- Principal communicates the decision-making process to key stakeholders in the development of specific and measurable achievement goals.
- Principal identifies changes needed to improve student learning and engages staff through effective communication and strategies.
- Principal remains focused on the school vision and mission as he or she identifies goals and uses data to monitor progress toward goals.
- Principal understands how adults learn and uses this understanding to plan professional development and support the continuous learning process.

UNSATISFACTORY (1)

- Principal actions lack emphasis on learning and/or high and measureable expectations in implementing vision, mission, and goals.
- Principal fails to connect actions, communications, and decision making to the organization's vision, mission, and goals.
- Principal fails to monitor impact of change strategies and does not track progress against the plan in order to adjust strategies as needed.
- Principal fails to use relevant data to monitor progress toward goals.
- Principal is unable to constructively respond to challenges and does not appear to understand the importance of building a sense of efficacy, empowerment, and well-being among staff.

Possible Sources of Evidence:

- *Internal and external communications structures in place (website, newsletters, social-media, etc.)*
- *Documentation and understanding of individual and group behavior in normal and stressful situations*
- *Documentation of and understanding of conflict resolution and problem-solving strategies*
- *Examples of speaking, listening, and writing for different audiences (students, teachers, parents, community, and other stakeholders)*
- *Staff meeting agenda (addressing vision/mission)*
- *School newsletter and local newspaper articles highlighting achievement*
- *Department meeting agendas (grade-level meetings, team meetings)*
- *District report card/building report, annual report to all community*
- *Mission/vision statement posters*
- *Board presentations*
- *Parent meeting agendas*
- *Communications with local community/service organizations about vision for learning*
- *Advisory committee meetings (agendas and minute)*
- *End-of-Year Board Report, review of program*
- *Other: _____*
- *Other: _____*

Performance Measure #1

Establishes a Mission and Vision Focused on Shared Goals and High Expectations

Indicator 1C: *Fosters a shared commitment to high expectations for student achievement, high standards of teaching and learning, and a culturally competent environment where diversity is valued.*

DISTINGUISHED (4)

- Principal initiates and promotes understanding, appreciation, and use of the community's diverse cultural, social, economic, and intellectual resources through sustained positive relationships with families and community.
- Principal, in collaboration with staff, students, parents and community members, integrates culturally responsive practices into daily school operations and classroom practices and builds staff capacity to recognize and integrate learning opportunities that capitalize on school and community diversity.
- Principal recruits and networks with families, community partners, and under-represented populations to develop relationships to solve common problems and pursue shared purposes.
- Principal offers multiple opportunities using a variety of venues and formats throughout the school year to listen and respond to teachers, students, and community members regarding learning experiences.
- Principal provides school-wide and classroom student learning opportunities for extension and enrichment based on data from a variety of sources.
- Principal implements and models creative avenues for addressing student learning and/or behavior needs, provides resources for research-based instruction and classroom management, and continually evaluates and refines school and classroom efforts to meet diverse learning needs of all students.

    And…

ACCOMPLISHED (3)

- Principal engages in open dialogue with all stakeholders representing the school community's diverse cultural, social, and economic populations.
- Principal engages staff in developing and providing supports for diverse groups and provides ongoing, data-driven, targeted professional development to improve staff understanding of students and diversity.
- Principal utilizes the community's cultural, social, and intellectual resources to enhance the learning environment both school-wide and within classroom environments.
- Principal is visible in classrooms, throughout the building, and at appropriate after school functions, interacting with students, teachers, and parents.
- Principal implements a system of monitoring, feedback, and support that ensures classroom instruction is research-based, differentiated, and engaging.
- Principal provides support and resources for creative and innovative teaching and learning practices to meet the diverse needs of all students.

    And…

SATISFACTORY (2)

- Principal engages in two-way communication and ongoing dialogue with some stakeholder groups representing the cultural, social, and economic diversity of the school community.
- Principal recognizes the impact of diversity on teaching and learning and holds regular conversations about diversity with staff.
- Principal acknowledges the community's cultural, social, and intellectual resources.
- Principal is visible during the school day, interacting with students and teachers.
- Principal visits classrooms on a regular basis and identifies differentiated instruction and high levels of student engagement.

- Principal encourages creative and innovative teaching and learning.

UNSATISFACTORY (1)

- Principal fails to demonstrate an understanding, appreciation, and need for cultural, social, and economic diversity of the school community.
- Principal demonstrates limited awareness of the impact of diversity on student learning and does not support staff in navigating challenges associated with diversity.
- Principal does not acknowledges the community's cultural, social, and intellectual resources.
- Principal spends minimal time interacting with students and teachers.
- Principal ignores the importance of differentiation of instruction and student engagement in student achievement.
- Principal fails to support diverse learning styles of students.

Possible Sources of Evidence:

- *School improvement plan/strategic plan*
- *Teacher and parent surveys*
- *Student achievement and testing data*
- *Statement of school vision, mission, values, beliefs, and goals*
- *Evidence of shared decision-making and distributed leadership*
- *Examples of how the mission, vision, and core beliefs are impacting school practices*
- *A protocol for the systematic review and revision of the vision and mission*
- *Description of the structures that are in place to promote collegiality, collaboration, and cultural awareness*
- *Examples of how adult learning experiences result in changed instructional practices and improved student learning*
- *Use of environmental scanning to monitor the changing world and future demands on students*
- *Perceptual data regarding this standard such as 360-degree feedback surveys or focus group meetings*
- *Description of the new practices that have been implemented through the system's change process*
- *Description of how families and community stakeholders have been engaged in the system's change process*
- *Other: _____*
- *Other: _____*

Performance Measure #1

Establishes a Mission and Vision Focused on Shared Goals and High Expectations

Indicator 1D: *Establishes rigorous, measureable goals for instructional program decisions and staff learning experiences that are consistent with the school's mission, vision, and core beliefs.*

DISTINGUISHED (4)

- Principal, in collaboration with all stakeholders, uses multiple data sources to establish rigorous, concrete goals in the context of student achievement, instructional programs, and ongoing job-embedded professional development action plans in place to meet student achievement goals.
- Principal establishes and maintains school mission, vision, and rigorous goals that are aligned with district priorities, are based on the analysis of multiple sources of information, and set clear and measureable high expectations for all students and educators.
- Principal remains focused on student achievement results at all times, builds staff ownership for the goals, and builds capacity of staff to monitor benchmarks and milestones within specific grade or content areas including continuous review of disaggregated data for student groups who have traditionally not been successful in the school.
- Principal collaboratively designs and institutes practices and structures that support a culture of professional learning that promotes accountability, cohesiveness, mutual support, and cooperation among staff.

	And…

ACCOMPLISHED (3)

- Principal establishes and reinforces expectations, roles, norms, and responsibilities for effective working teams and ensures that teachers have the opportunity and time to meet in learning teams and participate in other forms of job-embedded professional development (i.e., peer observation, coaching and mentoring, demonstration teaching).
- Principal establishes and maintains school mission, vision, and rigorous goals that set clear and measurable expectations for all students and educators.
- Principal demonstrates a focus on improving student achievement results; keeps the school-wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; tracks progress against milestones and benchmarks to monitor, track, and review progress; and adjusts strategies for achieving goals as needed.
- Principal continuously learns from and seeks out colleagues to collaboratively identify and institute innovative methods to support the continuous learning of staff.

	And…

SATISFACTORY (2)

- Principal builds a school culture in which educators work collaboratively to increase student learning.
- Principal establishes school mission, vision, and goals that are aligned to district priorities and based on the analysis of limited sources of information, and sets expectations for students and educators.
- Principal focuses on improving student achievement results, refers to goals on a regular basis, and attempts to concretely connect goals to the day-to-day work of the school while implementing a limited number of strategies to reach results.
- Principal develops structures for collaboration between teachers and other educational support staff.

UNSATISFACTORY (1)

- Principal does not develop systems or structures to provide collaborative learning opportunities for staff.

- Principal fails to establish and maintain a school mission, vision, and rigorous goals that are aligned to district priorities, and/or sets expectations for students and educators that are too low, unclear, and/or difficult to measure.
- Principal does not maintain focus on improving results or meeting school goals, rarely refers to goals, and does not identify and/or implement strategies to reach results.
- Principal does not develop processes or structures for professional collaboration for staff.

Possible Sources of Evidence:

- *School improvement plan*
- *Written student outcome goals at the school, classroom, grade, subject, subgroup, and student level that are clear, rigorous, and based on the Minnesota Academic Standards*
- *Student achievement and testing data*
- *School visits showing that the school's mission statement is measureable, evident, and understood by the school community*
- *School visits showing that all staff understand the school's student outcome goals*
- *Classroom visits that show lessons are planned and conducted based on lesson objectives designed to meet applicable student outcome goals*
- *Evidence of team development and evaluation of classroom lessons*
- *Existence and work of professional learning communities*
- *Use of research-based practices and strategies in classrooms*
- *Master school schedule documenting individual and collaborative planning times for every teacher*
- *Examples of how staff members have used achievement data to improve student performance*
- *Schedule and samples of student achievement and performance progress reports provided to students, families, and stakeholders*
- *Calendar or schedule for staff shared practice time and written description of how this time is used to improve professional practice and student learning (may include agenda, protocols, etc.)*
- *Results of school-wide or student learning action research studies*
- *Other: _____*
- *Other: _____*

Performance Measure #1

Establishes a Mission and Vision Focused on Shared Goals and High Expectations

Indicator 1E*: Builds a strong and positive sense of community in the school by honoring the important roles of race and culture, its traditions, artifacts, symbols, values, and norms, as a contributor to student and school success.*

DISTINGUISHED (4)

- Principal recruits individuals within the community and establishes and/or joins networks with families**,** community partners, and under-represented populations to develop relationships to solve problems and pursue shared purposes.
- Principal incorporates many different perspectives and encourages dissenting voices to gain new perspectives and to improve the schools' instructional program.
- Principal, in collaboration with staff, students, parents and community members, integrates culturally responsive practices into daily school operations and classroom practices and builds staff capacity to recognize and integrate learning opportunities that come from diversity.
- Principal initiates outreach activities to engage all stakeholders in the school improvement agenda and creates structures with multiple and diverse pathways for family and community involvement.

  And…

ACCOMPLISHED (3)

- Principal utilizes the community's cultural, social, economic, and intellectual resources to enhance the learning environment.
- Principal incorporates different perspectives into decisions in developing plans and creates forums to hear multiple and dissenting viewpoints.
- Principal establishes school-wide practices that promote tolerance and addresses intolerance.
- Principal creates a school culture and establishes expectations in which staff members are accessible and approachable to families and community.

  And…

SATISFACTORY (2)

- Principal acknowledges the community's cultural, social, economic, and intellectual resources.
- Principal designs plans for student and school success and asks for feedback from multiple voices from the school community.
- Principal models appreciation and respect for the cultures of the school and community and uses strategies to promote tolerance.
- Principal welcomes family and community involvement. Visitors to the school are welcomed.

UNSATISFACTORY (1)

- Principal fails to demonstrate an understanding, appreciation, and need for the cultural, social, economic, and intellectual diversity of the school community.
- Principal excludes voices from the community in forums to discuss school performance.
- Principal holds different expectations for different groups of students and holds them to different standards.
- Family and community input are not present in the schools' vision, mission and goals.

Possible Sources of Evidence:

- *Surveys of students, teachers, and parents*
- *Documented use of diverse School Improvement Team in decision-making*
- *List of ways in which staff and students have been involved in community events*
- *Participation at family nights, open houses, discussion groups, and other scheduled opportunities for dialogue with stakeholders*
- *School website, mass e-mail, social media, newsletters and other examples of direct communication with families and community stakeholders*
- *Description of how school staff is increasing the involvement/engagement of diverse family groups such as low-income, racial, ethnic, and single-parent groups as well as those who work and cannot participate in school events during the day*
- *Description of the business and community partnerships that have been formed*
- *List of ways in which families and community stakeholders have been engaged in improving student learning*
- *Multi-lingual newsletters and other school communications*
- *Focus group meeting results*
- *Parent advisory agendas and minutes*
- *School leadership team inclusion of parents or community members (Times and locations for all meetings are known.)*
- *Parent volunteer list and recognition ceremony*
- *Log of referrals of students and families to community agencies*
- *Established business partnerships to enhance collaboration in community (documentation)*
- *Collaboration with higher education (documentation)*
- *Mentors (adults and/or students) (documentation)*
- *Examples of parental involvement and input (e.g., PAC agendas, log of volunteer hours/tasks, volunteer recognition, PTA connections/organization)*
- *Teaming with community agencies, YMCA, Mental Health (documentation)*
- *Other: _____*
- *Other: _____*

Performance Measure #1

Establishes a Mission and Vision Focused on Shared Goals and High Expectations

Indicator 1F: *Additional indicator as locally determined*

DISTINGUISHED (4)

- Principal…
- Principal…

ACCOMPLISHED (3)

- Principal…
- Principal…

SATISFACTORY (2)

- Principal…
- Principal…

UNSATISFACTORY (1)

- Principal…
- Principal…

Possible Sources of Evidence:

-
- Other: _____
- Other: _____

Performance Measure #2

Provides Instructional Leadership for High Student Academic Performance

Indicator 2A: Facilitates the development and communication of a shared vision and school culture of effective teaching and instructional practices that reflect high expectations, engage all students, and accommodate diverse learning styles, needs, interests, and levels of readiness.

DISTINGUISHED (4)

- Principal engages multiple stakeholders and shares leadership in developing, communicating, and evaluating a shared vision for effective teaching.
- Principal communicates and models a commitment to high expectations and closing of achievement gaps for all students through decision-making processes.
- Principal nurtures a school-wide culture of high expectations, collaboration, and learning.
- Principal develops policies to support high expectations for creating engaging, active learning environments and offers multiple opportunities throughout the school year to listen and respond to teachers and students regarding learning experiences.
- Principal provides opportunities and support to extend learning environments beyond classroom walls (i.e., outdoor classrooms, displays of student work in halls, organization of classrooms, etc).

    And…

ACCOMPLISHED (3)

- Principal engages shareholders beyond students and teachers in development and communication of a shared vision for effective teaching.
- Principal models a commitment to high expectations and closing of achievement gaps for all students.
- Principal creates and implements a system for monitoring, feedback, and support that ensures instruction is research based, individualized, and focused on high levels of student engagement.
- Principal provides support and resources for creative and innovative teaching.

    And…

SATISFACTORY (2)

- Principal engages students and staff in development and communication of a shared vision for effective teaching.
- Principal communicates the importance of high expectations and closing of achievement gaps.
- Principal observes classrooms, identifying individualized instruction and high levels of student engagement.
- Principal encourages creative and innovative teaching.

UNSATISFACTORY (1)

- Principal lacks or unilaterally develops a vision for effective teaching.
- Principal lacks an emphasis on learning and high expectations in vision.
- Principal fails to reinforce the importance of individualization of instruction and student engagement in student achievement.
- Principal fails to support diverse learning styles of students.

Possible Sources of Evidence:

- *Evaluator observations and interviews*
- *Principal walkthrough records and data*
- *Displays of student work, teacher lesson plans, student work samples*
- *School mission, vision, and goal documents OR school improvement plan*
- *Staff and student survey data*
- *Committee structures, meeting agendas, and meeting minutes*
- *Principal written communications—memos, newsletters, website*
- *Academic program reviews*
- *Other:_____*
- *Other: _____*

Performance Measure #2

Provides Instructional Leadership for High Student Academic Performance

Indicator 2B: *Provides the structure and opportunity for the development, alignment, implementation, and evaluation of relevant and rigorous curricula tied to state academic and college and career readiness standards.*

DISTINGUISHED (4)

- Principal utilizes student input on delivery of curriculum and to identify priorities.
- Principal ensures standards are aligned vertically and horizontally at student transition points in and out of the school.
- Principal facilitates teachers' review of summative assessment data in order to refine curriculum on a continual basis and partners with and utilizes input from the community to improve curricular programs and processes.

    And…

ACCOMPLISHED (3)

- Principal ensures curriculum standards are effectively taught through frequent formal and informal classroom observations and provides constructive curricular feedback to teachers based on observations.
- Principal ensures standards are aligned vertically and horizontally within the school.
- Principal provides opportunities to ensure academic standards are analyzed and deconstructed or translated into rigorous, student-friendly learning outcomes; provides time, space, and opportunities for standards to be collaboratively aligned; and provides structure and support for teachers to compare student work to standards.

    And…

SATISFACTORY (2)

- Principal conducts formal and informal classroom observations of curriculum delivery and assessment and provides generalized feedback to teachers following formal observations.
- Principal provides opportunities for horizontal standard alignment through grade-level or team meetings.
- Principal provides direction and purpose for teachers to communicate learning outcomes to students.

UNSATISFACTORY (1)

- Principal fails to create or maintain a system to ensure curriculum standards are taught and assessed.
- Principal allows classroom curriculum to be a matter of individual teacher discretion and autonomy.
- Principal fails to provide opportunities for teachers to develop curriculum, collaborate on student learning targets, or compare student work.

Possible Sources of Evidence:

- *Evaluator observations and interviews*
- *Curriculum documents—pacing guides, priority standards, etc.*
- *Student assessments*
- *Principal walkthrough and classroom observation records and data*
- *Standards or learning outcomes posted in classrooms*
- *Displays of student work, teacher lesson plans, student work samples*

- *School mission, vision, and goal documents OR school improvement plan OR professional development plan*
- *Staff and student survey data*
- *Committee and team structures, meeting agendas, and meeting minutes*
- *Principal written communications—memos, newsletters, website*
- *Academic program reviews*
- *School master schedule*
- *Other: _____*
- *Other: _____*

Performance Measure #2

Provides Instructional Leadership for High Student Academic Performance

Indicator 2C: *Collaborates with teachers to examine student and school data to measure student learning and growth, identify achievement gaps, and develop strategic interventions that improve learning and close identified gaps.*

DISTINGUISHED (4)

- With teachers, principal identifies future challenges and potential solutions based on anticipated student performance.
- Principal creates formal structures that provide for student reflection and goal setting.
- Principal facilitates processes for teachers to design interventions at multiple levels of intensity, to continually evaluate the impact of interventions on student learning, and to refine interventions appropriately.

  And…

ACCOMPLISHED (3)

- With teachers, principal gathers and appropriately uses formative and summative data to evaluate effectiveness of teaching and programming. Collaboratively, teachers set and measure student performance goals frequently.
- Principal develops protocols that ensure student progress is measured and communicated frequently with students and parents.
- Principal implements processes for teachers to design and implement interventions at both the classroom and school levels and develops systems and supports that allow for differentiated learning opportunities based on assessment data.

  And…

SATISFACTORY (2)

- Principal provides structures that measure student performance through formative and summative assessments. Teachers set student performance goals and monitor achievement gap data.
- Principal communicates student accountability and assessment data through mandated reporting systems.
- Principal encourages teachers to differentiate learning opportunities based on student needs. School-wide or classroom interventions are designed based on student performance data.

UNSATISFACTORY (1)

- Principal fails to develop a system of assessment to monitor student progress and to set goals on student performance and achievement gaps.
- Principal fails to accurately communicate student assessment and accountability data with stakeholders.
- Principal fails to support necessary interventions and changes of instructional strategies based on student assessment data.

Possible Sources of Evidence:

- *Evaluator observations and interviews*
- *Evidence of changes in curriculum based on data*
- *Teacher learning team goals and action plans*
- *School intervention (Response to Intervention) plans or models*

- *Principal walkthrough and classroom observation records and data*
- *Records of student data analysis*
- *Student assessments*
- *School mission, vision, and goal documents OR school improvement plan OR professional development plan*
- *Staff and student survey data*
- *Committee and team structures, meeting agendas, and meeting minutes*
- *Principal written communications—memos, newsletters, website*
- *Academic program reviews*
- *School master schedule*
- *Other: _____*
- *Other: _____*

Performance Measure #2

Provides Instructional Leadership for High Student Academic Performance

Indicator 2D: *Facilitates reflective practice, inquiry, and action research to identify and monitor the impact of interventions and determine high-yield instructional strategies that improve student learning.*

DISTINGUISHED (4)

- Principal frequently collects and analyzes student data to determine the impact of interventions.
- Principal designs and implements processes in which teachers individually and collaboratively collect and review data to modify interventions and instructional strategies.
- Principal creates conditions in which teachers invite classroom observations and feedback and implements processes in which teachers engage in peer observations that are supported by appropriate professional development.
- Principal creates conditions in which staff members wish to change the status quo of teaching and learning in the school. Learning teams have frequently scheduled meetings, and the principal frequently attends meetings.
- Principal creates an environment of trust, risk-taking, and support in which staff members who implement innovative strategies are encouraged, protected, and supported to learn from implementation mistakes.

   And…

ACCOMPLISHED (3)

- Principal regularly collects and analyzes student data to determine the impact of interventions.
- Principal designs and implements processes that support teachers' individual and collaborative review of data to modify interventions and instructional strategies.
- Principal frequently observes all teachers and has created and implemented a system that facilitates teachers' reflection on practice based on data collected in observations. Teachers participate in peer observations.
- Principal supports learning teams with resources. Learning teams have regularly scheduled meetings, and the principal frequently attends meetings. Learning teams collect and analyze student learning data to revise strategies and assess progress towards goals.
- Principal creates an environment of risk-taking and trust in which staff members who implement innovative strategies are encouraged, protected, and provided additional support.

   And…

SATISFACTORY (2)

- Principal collects and analyzes student data at the end of the year to determine the impact of interventions.
- Principal reports results to teachers.
- Principal observes classroom instruction and provides feedback to teachers.
- Principal implements processes in which learning teams have a collective focus, collect and analyze data, study professional literature, and take collective action on a continuous basis.
- Principal creates an environment of trust in which both successes and failures are shared and expressions of opinions and feelings are welcomed.

UNSATISFACTORY (1)

- Principal does not collect or use student data to monitor the impact of interventions.
- Principal does not report results to teachers.
- Principal fails to create or maintain a system for observing instruction, facilitating reflection on instructional practice, and coaching teachers.

- Principal does not create processes for teachers to review data or research or to take collective action based on data and research.
- Principal maintains an environment that is satisfied with current practices and procedures.

Possible Sources of Evidence:

- *Evaluator observations and interviews*
- *Principal walkthrough and observation records and data*
- *School mission, vision, and goal documents OR school improvement plan OR professional development plan*
- *School intervention (Response to Intervention) plans or models*
- *Evidence of changes in interventions based on data*
- *Staff survey data*
- *Learning team structures, schedules, meeting agendas, and meeting minutes*
- *Committee structures, meeting agendas, and meeting minutes*
- *Principal written communications—memos, newsletters, website*
- *Academic program reviews*
- *Other: _____*
- *Other: _____*

Performance Measure #2

Provides Instructional Leadership for High Student Academic Performance

Indicator 2E: *Supports the need for quality, collaborative staff learning experiences that are guided by data and research, planned by staff, job embedded, and based on the school's learning needs.*

DISTINGUISHED (4)

- Principal provides professional development experiences that enable educators to problem solve and adapt new strategies to match classroom and student circumstances.
- Principal provides specific, expected student learning outcomes and a descriptive rubric of expected practices connected to staff learning experiences.
- Principal works with teachers to conduct a research review to ensure alignment with populations and outcomes when developing staff learning experiences and approaches.
- Principal implements processes in which staff members take leadership in initiating professional development planning and evaluation.
- Principal maintains learning team meeting schedules despite challenges from staff or circumstances and communicates the value of teams to stakeholders.
- Principal works with a representative group of teachers to analyze a variety of student learning results as well as demographic and program data to plan staff learning experiences based on student and adult learning needs.

    And…

ACCOMPLISHED (3)

- Principal provides professional development experiences that address content knowledge and underlying concepts that teachers need to enable students to achieve high standards.
- Principal communicates a clear description of expected practices that result from staff learning experiences.
- Principal works with teachers to review research and evaluation data from previous staff experiences when developing staff learning experiences and approaches.
- Principal works with staff to create a schedule that allows for additional time within the calendar for staff learning experiences on an ongoing basis.
- Principal has created a schedule for learning teams to meet during the school day and monitors this time to ensure it is used productively.
- Principal works with a representative group of teachers to analyze a variety of student learning results to plan staff learning experiences based on student and adult learning needs.

    And…

SATISFACTORY (2)

- Principal provides professional development experiences that address the use of curriculum and materials, assessment practices, and new instructional programs. Professional development experiences focus on procedural learning—"how to do it."
- Principal describes general student learning outcomes and explains how staff learning experiences support school improvement goals.
- Principal understands what constitutes reliable and valid research, knows how to interpret results of research, and uses research and evaluation data from previous staff experiences when developing staff learning experiences.
- Principal collaborates with staff and professional development facilitators to design and implement an ongoing professional development program based on teacher and student needs.

- Principal uses staff meetings for collegial interaction and sharing and creates learning teams that meet regularly with a focus on collective inquiry and action.
- Principal analyzes student achievement results to determine staff learning experiences.

UNSATISFACTORY (1)

- Principal provides professional development sessions that address regulations, procedures, and policies.
- Principal does not articulate the rationale or expected results of staff learning experiences.
- Principal does not use educational research when planning staff learning experiences.
- Principal works with staff to schedule staff development activities for designated days in the calendar.
- Principal maintains working conditions that result in teacher isolation and individual practice.
- Principal uses personal experience and opinion to determine staff learning experiences.

Possible Sources of Evidence:

- *Evaluator observations and interviews*
- *School improvement plan OR professional development plan*
- *Staff survey data*
- *Master schedule*
- *Professional development materials*
- *Staff meeting agendas and materials*
- *Learning team structures, schedules, meeting agendas, and meeting minutes*
- *Committee structures, meeting agendas, and meeting minutes*
- *Principal written communications—memos, newsletters, website*
- *Academic program reviews*
- *Other: _____*
- *Other: _____*

Performance Measure #2

Provides Instructional Leadership for High Student Academic Performance

Indicator 2F: *Additional indicator as locally determined*

DISTINGUISHED (4)

- Principal…
- Principal…

   And…

ACCOMPLISHED (3)

- Principal…
- Principal…

   And…

SATISFACTORY (2)

- Principal…
- Principal…

UNSATISFACTORY (1)

- Principal…
- Principal…

Possible Sources of Evidence:

-
- Other: _____
- Other: _____

Performance Measure #3

Manages Human Resources for Quality Instruction and Professional Growth

Indicator 3A: *Develops a strategic action plan with staff that includes targets to improve student achievement school wide and close achievement gaps with low performing student groups.*

DISTINGUISHED (4)

- Principal uses multiple measures of trend data to validate a pattern of goal attainment and student performance, growth, and closing of achievement gaps.
- Principal completes a comprehensive needs assessment of the school strengths and weaknesses including an assessment of the school instructional practices and student learning outcomes.
- Principal uses a comprehensive analysis of the school to determine appropriate grade and content area targets and prioritizes the areas for staff; organizes staff and school actions to monitor, track, and review progress; and develops a detailed school improvement plan that identifies strategies to reach school-wide targets and goals for all students.
- Principal maintains a strong focus on student achievement results at all times, builds staff ownership for the goals, and builds capacity of staff to monitor benchmarks within specific grades and content areas including continuous review for increasing outcomes for low performing student groups.

    And…

ACCOMPLISHED (3)

- Principal completes a needs assessment of the school using multiple forms of data as well as the previous year's school improvement plan to track and review progress.
- Principal uses the needs assessment to identify priority areas for improvement and to set measureable goals with specific grade level and content area targets; identifies benchmarks of student progress; and develops a school improvement plan that identifies strategies to reach school-wide targets and goals for all students.
- Principal demonstrates a clear, concise focus on improving student achievement results; keeps the school-wide goals present for staff and stakeholders by referencing goals in meetings and planning sessions; tracks progress against benchmarks to monitor and review progress; and adjusts strategies.
- Principal uses multiple measures to validate student academic growth and to identify targeted reduction in student achievement gaps.

    And…

SATISFACTORY (2)

- Principal uses some data to assess current student achievement results and school practices.
- Principal uses some data to identify priority areas for improvement; sets some measureable school-wide goals; identifies 2-3 benchmarks of student progress; and develops a school improvement plan that identifies a limited number of strategies to reach school-wide goals.
- Principal provides some attention to improving student achievement results, refers to goals on an inconsistent basis, does not align the goals to day-to-day work of the school, and implements a limited number of strategies to reach low-performing student groups.
- Principal uses multiple measures to indicate student growth, but growth does not meet the established school-wide achievement goals.

UNSATISFACTORY (1)

- Principal does not assess the current state of the school and/or does not use data to assess student achievement or overall school performance.
- Principal does not use data to identify priority areas or set goals for improvement, does not have a process to track progress, and does not complete a school improvement plan and/or creates a plan that is not aligned to school priorities for improvement.
- Principal does not maintain a focus on improving results or meeting school goals, rarely refers to goals, and does not identify and/or implement strategies to reach results for all students.
- Principal demonstrates a pattern of little to no student growth and fails to demonstrate a pattern of reducing achievement gaps.

Possible Sources of Evidence:

- *School Improvement Plan*
- *Written student outcome goals at the school, classroom, grade, subject, subgroup, and student level that are clear, rigorous, and based on Minnesota Academic Standards*
- *Disaggregated student data (observations and artifacts; analysis of data, RtI data, team meeting minutes, formative and summative assessments analysis, student work analysis)*
- *Student dropout rate*
- *Teacher retention data*
- *Development and communication of goal-orientated personalized education plans for identified students*
- *Information about the effectiveness of intervention practices*
- *Schedule and samples of student achievement and performance progress reports provided to students, families and stakeholders*
- *Documented discussions of student performance results in attaining expected outcomes, areas needing improvement, and proposed strategies to increase performance*
- *Other: _____*
- *Other: _____*

Performance Measure #3

Manages Human Resources for Quality Instruction and Professional Growth

Indicator 3B: *Provides timely, appropriate, quality professional development and facilitates learning teams that gather information, analyze data, examine issues, and develop new approaches to improve teaching and learning.*

DISTINGUISHED (4)

- Principal implements a job-embedded professional learning system aligned with curricular, instructional, and assessment needs; provides consistent support, development, coaching/mentoring, and peer learning opportunities; and allocates regular time for whole group and individual staff development and learning activities.
- Principal implements a strategy to build the capacity of teacher learning teams to lead effective meetings focused on student learning data and examining student work for instructional decision making to improve student outcomes.
- Principal consistently uses and analyzes multiple forms of data to identify areas of instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas.
- Principal develops staff ability to analyze student data, determining team and individual goals, prioritize student learning needs, guide student grouping and re-teaching, and prioritize staff needs and areas for continuous improvement.

   And…

ACCOMPLISHED (3)

- Principal creates multiple structures for teacher learning including large group, grade level and content team professional development; aligns activities with curricular, instructional, and assessment needs; and dedicates staff time for professional development activities.
- Principal ensures that effective teacher learning teams use student learning data and student work to advance student outcomes.
- Principal uses multiple data sources to drive instructional decisions, prioritize school wide areas of improvement, and identify a few targeted school-wide strategies for instructional improvement.
- Principal uses multiple sources of data to drive instructional decisions and uses data appropriately to prioritize school-wide areas of improvement. Data is routinely used to identify and adjust school-wide priorities and to drive instructional decisions, teaching plans, and changes in practice for individual teachers.

   And…

SATISFACTORY (2)

- Principal relies on whole-group professional development sessions including trainings on how data should be used with some specific supports.
- Principal introduces common learning team structures and expectations for teacher teams.
- Principal uses a few data sources to drive instructional direction and uses data appropriately to identify school-wide areas of improvement.
- Principal supports staff in using data to prioritize needs. Data is used to drive school-wide practices.

UNSATISFACTORY (1)

- Principal does not offer professional development and support that is timely, relevant, or differentiated.
- Principal does not create consistent teacher learning team structures.
- Principal uses data inconsistently and/or is not clear how to use data to drive instructional strategies or practices.
- Principal is unable to lead staff through continuous data review or lacks consistency in implementation.

Possible Sources of Evidence:

- *Observations and artifacts such as teacher team meeting notes, building staff development plan*
- *Documentation of structures such as professional learning communities, common planning time, protocols for examination of practice designed to guide collaboration*
- *Evidence of team development and evaluation of classroom lessons*
- *Master school schedule documenting individual and collaborative planning and learning time for every teacher*
- *Schedule for teacher-shared practice time and a written description of how this time is being used to improve adult and student learning*
- *Results of school-wide or student learning-based action research studies*
- *Data notebooks, data walls, or other systems of data collection and sharing showing multiple sources of information to regularly track and analyze student progress against goals*
- *Documented discussion of student performance results in attaining expected outcomes, areas needing improvement, and proposed strategies of increase performance*
- *Staff surveys meeting district and school targets for reported school-wide commitment to professional development*
- *Written individual staff professional development plans aligned to school goals for student outcomes and educator development; remediation plans that reflect student and staff developmental needs*
- *School visits revealing strong staff commitment to shared professional development in pursuit of student learning goals*
- *School visits revealing a common language about instruction*
- *School visit that show staff, individually and in teams, analyze student and group progress toward learning goals*
- *Discussions with school leaders showing that analysis of student learning needs informs professional development planning and that the success of professional development programs is measured by student progress*
- *survey feedback*
- *Other: _____*
- *Other: _____*

Performance Measure #3

Manages Human Resources for Quality Instruction and Professional Growth

Indicator 3C: *Implements a cohesive approach to recruitment, placement, induction, and retention of highly qualified and effective staff.*

DISTINGUISHED (4)

- Principal continuously searches for staff with outstanding potential as educators and implements clear selection criteria.
- Principal provides the best placement of both new and existing staff to fully benefit from strengths to meet the needs of a diverse student population
- Principal strategically assess and places teachers in grade levels and content areas based on school and student need to create balanced teams with complementary strengths and knowledge.
- Principal implements a system for consistent support and follow-up that includes feedback from a master teacher or member of the leadership team for new staff and teachers identified for improvement.
- Principal uses multiple data sets including teacher evaluations, surveys, and student learning data to inform a formal retention and improvement process that creates opportunities for growth, development, and additional leadership roles.

    And…

ACCOMPLISHED (3)

- Principal actively uses professional organizations and established networks to recruit staff.
- Principal has clear and articulated selection criteria in place.
- Principal assesses staff skills to place teachers based on school and student need in grade levels and content areas.
- Principal has a system for each new teacher and for teachers identified for improvement that assesses strengths and weaknesses, identifies specific supports needed to improve; and provides differentiated supports through mentors, coaches, teacher leaders, and/or leadership team members.
- Principal identifies effective teachers and recruits them for leadership roles; implements a formal retention strategy that recognizes effective staff through performance evaluation; and gives retention offers based on effectiveness and student performance.

    And…

SATISFACTORY (2)

- Principal utilizes the district's identified structures in place for recruitment
- Principal has selection criteria and articulates the intention of selecting staff based on grade and content needs.
- Principal ensures all new teachers and all teachers with identified needs are supported by highly skilled peers for individual growth and improvement.
- Principal implements a formal retention process that uses teacher evaluations and student achievement data to determine teachers to be retained, teachers needing improvement, and teachers to be removed.

UNSATISFACTORY (1)

- Principal does not use a recruitment process.
- Principal has no selection criteria and lacks transparency in teacher selection process and in teacher assignments.
- Principal does not provide a formalized structure for supporting new teachers or teachers with identified improvement needs.
- Principal has no clear selection, recruitment, induction, or retention plan in place.

Possible Sources of Evidence:

- *Intentional recruitment and selection process that includes demonstration lesson, formal interview, interview with a panel of students and other stakeholders*
- *Building staffing plans*
- *School retention data, staff climate surveys, exit interview data*
- *Teacher evaluation data*
- *Interview processes and materials*
- *School visits revealing a system for regular reviews of progress with staff members, especially those on remediation plans*
- *Records showing that ineffective staff are dismissed after a fair opportunity to improve and support*
- *Records showing that tenure and retention decisions are based on clear assessments of effectiveness*
- *School human resource records showing that vacancies are identified and recruitment begun as early as possible, given district procedures*
- *Retention data showing appropriate differential staff retention, based on effectiveness*
- *Records showing that tenure and retention decisions are based on clear assessments of effectiveness*
- *Other: _____*
- *Other: _____*

Performance Measure #3

Manages Human Resources for Quality Instruction and Professional Growth

Indicator 3D: *Routinely observes instruction and provides ongoing feedback and coaching to teachers and other staff in a fair and equitable manner in order to support professional growth.*

DISTINGUISHED (4)

- Principal implements systems for coaching and professional development that ensure instructional staff uses best practices such as learning teams, differentiating instruction, analysis of student work, student progress monitoring, and instructional practices and programs based on improving student results.
- Principal ensures that observations of instruction from multiple observers occur multiple times each year, with staff getting regular, consistent, and actionable feedback that is specific to each individual's development plan.
- Principal implements a teacher observation system for all staff that consistently monitors performance and informs individual plans focused on improvement and professional growth.
- Principal holds all staff accountable for student outcomes through observation and evaluation systems.
- Principal ensures professional development includes coaching that meets the diverse learning needs of all staff in order to attain student learning goals.

    And…

ACCOMPLISHED (3)

- Principal provides regular coaching and professional development to all instructional staff to improve the capacity to use best practices such as learning teams, differentiating instruction, analysis of student work, student progress monitoring, and instructional practices and programs based on improving student results.
- Principal conducts frequent and regular observations of instruction and provides actionable feedback and/or has systems in place so that staff receives specific formal and informal feedback from multiple observers.
- Principal differentiates observation protocols based on teacher and student needs.
- Principal conducts all required evaluations and observations in a timely, thorough, and meaningful fashion that is focused on professional growth and improvement.
- Principal ensures professional development includes coaching that meets diverse learning needs of all staff in order to assist in meeting student learning goals.

    And…

SATISFACTORY (2)

- Principal supports some coaching and professional development to assist instructional staff in using best practices such as learning teams, differentiating instruction, analysis of student work, student progress monitoring, and instructional practices and programs based on improving student results.
- Principal adheres to and completes required observations but does not differentiate frequency of observation or feedback based on teacher skill and/or need.
- Principal implements consistent instructional walkthrough and observation approaches for all teachers that include regular formal and informal observations.
- Principal ensures evaluations and observations are in compliance with district policy.
- Principal ensures professional development includes coaching.

UNSATISFACTORY (1)

- Principal provides little or ineffective coaching and professional development to assist instructional staff in improving instruction.
- Principal's observations are infrequent and inconsistent. Feedback is vague and general.

Measuring Principal Performance—Leadership Rubric

- Principal observations and walkthroughs are inconsistent or do not include all teachers.
- Principal has significant lapses in implementing evaluation and observation processes.
- Principal provides professional development that is not high quality, tailored to meet educators' needs, and/or focused on student learning goals.

Possible Sources of Evidence:

- *Written teacher evaluation aligned to student achievement goals*
- *Professional growth plans for underperforming staff*
- *Evaluation documentation and consistency between practice ratings and student outcomes over time*
- *Schedule of teacher observation and feedback meetings, instructional walk-through documentation, teacher goal-setting worksheets*
- *School visits and classroom observations that show systems are in place for identifying and implementing effective instructional practices that respond to student learning needs and include regular, effective coaching and development*
- *School visits and classroom observations that show teachers differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results*
- *Staff evaluation processes revealing the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals*
- *Staff developmental growth plans that are clear and based on student needs*
- *School visits showing that school-based training and development addresses student learning goals and challenges as well as the identified developmental needs of staff*
- *Staff surveys meeting district or school targets for staff beliefs that staff are developed in accordance with their needs and the needs of students*
- *Other: _____*
- *Other: _____*

Performance Measure #3

Manages Human Resources for Quality Instruction and Professional Growth

Indicator 3E: *Provides effective and timely supervision and evaluation aligned with local district goals, state regulations, and contract provisions and uses these processes to facilitate development, remediation and/or removal of underperforming staff members.*

DISTINGUISHED (4)

- Principal completes all aspects of a rigorous evaluation process that includes goal setting, formative and summative ratings based on observations, and multiple metrics of student results; ensures that evaluation processes are clear and transparent to all staff; and includes assessment of student outcomes, learning environment, quality of instruction, and planning and preparation.
- Principal conducts evaluations and observations aligned to district, state, and contract provisions in a transparent, timely and thorough manner that holds staff accountable for student outcomes.
- Principal facilitates the development of and monitors the implementation of individualized professional growth plans for staff that increase teacher effectiveness and improve student learning.
- Principal analyzes the results of multiple measures including surveys, student assessment outcomes, learning climate, quality of instruction, and planning.
- Principal uses teacher and staff evaluation results in planning and delivering professional development, identifying remediation steps for identified staff, and determining staff that will not be retained.

    And…

ACCOMPLISHED (3)

- Principal implements an evaluation process that includes annual goal setting, formative and summative ratings based on observations, and student outcome results and communicates clear and transparent evaluation processes.
- Principal completes required evaluations and observations transparently, on time, thoroughly, and in compliance with district, state, and contract provisions.
- Principal monitors the implementation of professional growth plans, provides support in meeting goals, and provides feedback to improve performance.
- Principal uses multiple measures of student growth to evaluate teachers and other staff members in a fair and equitable manner.
- Principal uses evaluation results to improve instructional practice, determine remediation for identified staff, and identify staff that will not be retained.

    And…

SATISFACTORY (2)

- Principal implements and communicates an evaluation process that includes observation and student outcome data.
- Principal conducts most evaluations and observations on time and in compliance with district policy.
- Principal provides identified staff the opportunity to develop professional growth plans to improve performance.
- Principal implements district, state, and contractual evaluation policies in a fair and equitable manner in order to determine remediation for identified staff and identify staff wthat will not be retained.

UNSATISFACTORY (1)

- Principal does not have a clear or consistent evaluation processes and/or does not complete evaluations for staff.
- Principal has significant lapses in implementing evaluation and observation processes.
- Principal does not provide staff the opportunity to develop professional growth plans to improve performance.

Measuring Principal Performance—Leadership Rubric

- Principal does not adhere to the legal requirements for teacher and staff evaluation.

Possible Sources of Evidence:

- *Use of multiple measures to evaluate teacher effectiveness such as assessment of student outcomes, learning environment, quality of instruction, planning, and professional development*
- *Records showing that ineffective staff are dismissed after given a fair opportunity to improve*
- *Staff evaluation processes revealing the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals*
- *Staff developmental plans that are clear and based on student needs*
- *School visits showing that school-based training and development addresses student learning goals and challenges as well as the identified developmental needs of staff*
- *Staff surveys that meet district or school targets for staff beliefs that staff are developed in accordance with their needs and the needs of students*
- *Written teacher evaluations aligned to student achievement goals*
- *Professional growth plans for underperforming staff*
- *Evaluation documentation and consistency between practice ratings and student outcomes over time*
- *Schedule of teacher observation and feedback meetings, instructional walk-through documentation, teacher goal-setting worksheets*
- *School visits and classroom observations showing that systems are in place for identifying and implementing effective instructional practices that respond to student learning needs, including regular, effective coaching and development*
- *School visits and classroom observations showing that teachers differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results*
- *Staff evaluation processes revealing the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals*
- *Other: _____*
- *Other: _____*

Performance Measure #3

Manages Human Resources for Quality Instruction and Professional Growth

Indicator 3F: *Additional indicator as locally determined*

DISTINGUISHED (4)

- Principal…
- Principal…

    And…

ACCOMPLISHED (3)

- Principal…
- Principal…

    And…

SATISFACTORY (2)

- Principal…
- Principal…

UNSATISFACTORY (1)

- Principal…
- Principal…

Possible Sources of Evidence:

-
- Other: _____
- Other: _____

Performance Measure #4

Builds Professional and Ethical Relationships through Collaboration and Effective Communication

Indicator 4A: *Demonstrates and communicates values, beliefs, and attitudes that make the well-being and academic success of all students the basis for all decision making.*

DISTINGUISHED (4)

- Principal translates the school values into specific age-appropriate behaviors and ensures that all staff and students learn the expected behaviors and builds staff and student capacity to deliver clear and consistent messaging about the values and behaviors to all students and stakeholders.
- Principal institutes practices and strategies that build towards a collective sense of well-being among staff, students, and parents/guardians to impact student achievement.
- Principal creatively employs an awareness of staff's professional needs and school community issues and interests to build cohesion and facilitate distributed leadership and shared decision making in meeting school's goals and implementing action plans.
- Principal develops school-wide capacity to establish trusting relationships and supports positive relationships among and between all stakeholder groups.

    And…

ACCOMPLISHED (3)

- Principal translates the school values into specific behaviors and ensures that all staff and students learn the expected behaviors and ensures staff delivers clear and consistent messaging about the values and behaviors to students.
- Principal actively models and implements strategies to promote a sense of well-being among staff, students, and parents/guardians.
- Principal builds systems and relationships that utilize the staff and community's diversity, ideological differences, and expertise through shared decision-making in developing school goals and action plans.
- Principal enhances and maintains trusting relationships among and between stakeholder groups.

    And…

SATISFACTORY (2)

- Principal translates the school values into specific behaviors and works to ensure that all students learn expected behaviors.
- Principal identifies strategies for developing a sense of well-being among staff, students, and parents/guardians.
- Principal is aware of the expertise, power, and influence of staff and community members and demonstrates sensitivity to their cultural and professional needs when developing school goals and plans.
- Principal articulates a belief that building and maintaining relationships is important and works to establish or enhance relationships.

UNSATISFACTORY (1)

- Principal does not make values or behavioral expectations clear to staff or students.
- Principal lacks understanding of the importance of developing a sense of well-being among staff, students, and parents/guardians.
- Principal is unaware of the level of expertise of staff and community members and does not attempt to include these stakeholders when developing school goals and plans.
- Principal does not develop positive relationships and/or undermines positive relationships that exist.

Possible Sources of Evidence:

- *Building climate survey results*
- *Community partnerships*
- *Conflict resolution protocols*
- *Building staff development plan*
- *Disciplinary report data*
- *Teacher retention data*
- *Evidence of visibility and accessibility*
- *Evidence of shared decision-making and distributed leadership*
- *A fair and equitable student discipline policy*
- *Staff surveys meeting school or district targets for reported effectiveness of school improvement, communication, and/or change management strategies*
- *Teacher, student, and family involvement and leadership in the work of the school reflecting the school's demographics*
- *Multi-lingual newsletters and other school communications*
- *Involvement in professional associations*
- *Description of structures that are in place to promote collegiality and collaboration*
- *Professional Learning Community and learning team meeting notes, agendas, action plans*
- *Professional Development Plan*
- *Other: _____*
- *Other: _____*

Performance Measure #4

Builds Professional and Ethical Relationships through Collaboration and Effective Communication

Indicator 4B: *Models appropriate personal, professional, and ethical behavior that is respectful and fair, enhances the image of the school and the profession, and inspires others to higher levels of leadership and performance.*

DISTINGUISHED (4)

- Principal focuses all conversations, initiatives, and plans on improving student achievement and is relentless with staff to maintain and improve their focus on student outcomes
- Principal uses every challenge as an opportunity to learn and develop self and staff.
- Principal develops structures, outreach, and training to ensure that staff develops the skill set to treat all people equitably and with respect and incorporates them throughout school practices and decision-making processes.
- Principal creates leadership growth opportunities—with increasing levels of autonomy—for staff, students, parents, and community members.
- Principal plans and leads community initiatives and opportunities that support building goals and impact student learning.

    And…

ACCOMPLISHED (3)

- Principal demonstrates personal resolve and maintains staff members' focus on student achievement goals and demonstrates persistence with staff in the face of challenges.
- Principal upholds the foundations of mutual respect for all stakeholders and meets all legal requirements for work relationships.
- Principal takes swift, appropriate actions when inappropriate conduct is reported or observed.
- Principal identifies strengths and interests of the building staff in order to identify potential leaders and builds leadership's capacity to become proficient in role expectations.
- Principal establishes and sustains school-community partnerships to support student achievement and collaborates with community groups to identify resources and solutions.

    And…

SATISFACTORY (2)

- Principal demonstrates resolve and focuses on student achievement goals in the face of challenges.
- Principal meets all legal requirements for work relationships and takes action when inappropriate conduct is reported or observed.
- Principal matches leadership responsibilities to the talents of individual staff.
- Principal represents the school at community functions and advisory groups and uses community-based resources to increase student achievement.

UNSATISFACTORY (1)

- Principal does not demonstrate personal resolve or maintain staff focus on student achievement goals and does not constructively respond to challenges.
- Principal does not treat and/or ensure that all stakeholders are treated respectfully, does not meet all legal requirements for work relationships, and/or does not take appropriate actions when inappropriate conduct is reported or observed.
- Principal provides minimal support to members of school's leadership team. Members of the leadership team are unclear about their roles.

- Principal fails to engage in productive school-community partnerships or engages in partnerships that do not align to the school goals.

Possible Sources of Evidence:

- *Teacher retention data*
- *Evidence of visibility and accessibility*
- *Evidence of shared decision-making and distributed leadership*
- *Teacher, student, and family involvement and leadership in the work of the school reflecting the school's demographics*
- *Multi-lingual newsletters and other school communications*
- *Involvement in professional associations*
- *A fair and equitable student discipline policy*
- *Description of structures that are in place to promote collegiality and collaboration*
- *Professional Learning Community and learning team meeting notes, agendas, action plans*
- *Professional development plan*
- *Other: _____*
- *Other:_____*

Performance Measure #4

Builds Professional and Ethical Relationships through Collaboration and Effective Communication

Indicator 4C: *Employs conflict resolution and proactive problem-solving strategies in a wide variety of situations and circumstances.*

DISTINGUISHED (4)

- Principal adapts his or her leadership style to the needs of specific situations, models flexibility, and builds a sense of efficacy, well-being, and empowerment among staff and school community.
- Principal focuses all conversations, initiatives, and plans on improving student achievement and is relentless in pushing staff to maintain and improve their focus on student outcomes.
- Principal uses every challenge as an opportunity to learn and develop self and staff.
- Principal resolves conflicts in a collaborative manner that results in the best interest of students and the school.
- Principal builds the capacity of other leaders within the school to address areas of underperformance with individuals, teams, and staff and models how to conduct difficult conversations with individuals, teams, and staff based on student, team, and teacher performance data.

    And…

ACCOMPLISHED (3)

- Principal directly addresses staff emotions that occur during a change process, is supportive of staff, models persistence, and protects the well-being of the staff.
- Principal demonstrates personal resolve, maintains staff's focus on student achievement goals, and demonstrates persistence for the staff in the face of challenges.
- Principal regularly provides opportunities for staff members to express opinions and solicits information from those that are contrary to those of authority or in relation to potentially discordant issues.
- Principal routinely and consistently addresses areas of underperformance in a timely manner with individuals, teams, and staff and proactively leads difficult conversations with staff to improve and enhance student learning as necessary.

    And…

SATISFACTORY (2)

- Principal is responsive to changing staff emotions and works towards the well-being of the staff.
- Principal sometimes demonstrates resolve but may lose focus or make concessions on student achievement goals in the face of persistent challenges.
- Principal meets with staff to discuss and implement solutions for potential conflicts.
- Principal address some areas of underperformance of staff and/or may only address concerns to a sub-set of the staff.
- Principal holds conversations on improving and enhancing student learning results with individuals.

UNSATISFACTORY (1)

- Principal is unable to constructively respond to challenges and does not appear to understand the importance of building a sense of efficacy, empowerment, and well-being of staff.
- Principal does not demonstrate personal resolve or maintain staff focus on student achievement goals and does not constructively respond to challenges.
- Principal excludes staff from determining solutions to potential conflicts.
- Principal does not address areas of underperformance with staff members.

- Principal does not hold conversations on improving and enhancing student learning results.

Possible Sources of Evidence:

- *School improvement plan*
- *Staff surveys*
- *School financial information*
- *School safety and behavior expectations*
- *Master school schedule documenting individual and collaborative planning for every teacher*
- *Evidence of format and informal systems of communication*
- *Dissemination of clear norms and ground rules*
- *Evidence of ability to confront ideological conflict and then reach consensus*
- *Student/family handbook with rules and expectations for behavior*
- *Other: _____*
- *Other: _____*

Performance Measure #4

Builds Professional and Ethical Relationships through Collaboration and Effective Communication

Indicator 4D: *Demonstrates strong interpersonal, written, and verbal communication skills and facilitates groups effectively.*

DISTINGUISHED (4)

- Principal ensures that all community stakeholders and educators are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals.
- Principal routinely and strategically partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning.
- Principal develops an effective and interactive communication plan and public relations program, initiates outreach activities to engage all stakeholders in the school improvement agenda, and creates structures with multiple pathways for family and community involvement.
- Principal communicates effectively with all stakeholders, including listening actively and connecting conversations and meetings to school goals and values.
- Principal ensures all written and web-based communications are exceptionally well written and clear.

    And…

ACCOMPLISHED (3)

- Principal utilizes a system of open communication that provides for the timely, responsible sharing of information within the school community and provides information in multiple ways through different media to ensure communication with all members of the community.
- Principal builds partnerships with families and community members to develop and evaluate programs, services, and outreach to improve student learning.
- Principal actively recruits and uses parents and community volunteers and creates a school culture in which staff members are accessible and approachable to families and community.
- Principal balances appropriate communication strategies for diverse constituents and contexts and selects appropriate facilitation and leadership strategies in all settings.
- Principal communicates with stakeholders at least bi-monthly through written and web-based communication that is clearly written and error free.

    And…

SATISFACTORY (2)

- Principal routinely involves key stakeholders in school wide communications processes and designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community.
- Principal invites family and community members to develop and evaluate programs, services, and outreach to improve student learning.
- Principal regularly practices two-way communication with parents about student progress and available school services.
- Principal communicates clearly for most audiences, but may have difficulty differentiating messages for all stakeholders, and may not always demonstrate active listening skills.
- Principal communicates on a regular basis with stakeholders through written and web-based communications that are clearly written and error free.

UNSATISFACTORY (1)

- Principal does not demonstrate the Importance of open, effective communication in the operation of the school.
- Principal rarely and/or ineffectively partners with families and community members to develop and evaluate programs, services, and outreach.
- Principal does not communicate with families. Families and community members do not feel welcome; families are not sure what their children are learning.
- Principal is unable to tailor messages to specific audiences and/or creates a climate of fear where dissenting voices are not welcomed.
- Principal does not ensure all written and web-based communications are clear or error free.

Possible Sources of Evidence:

- *Plans for internal and external communications*
- *Documentation and understanding of individual and group behavior in normal and stressful situations*
- *Teamwork; initiatives/agenda*
- *Documentation of understanding of conflict resolution and problem-solving strategies*
- *Examples of speaking, listening, and writing for different audiences (students, teachers, parents, community and other stakeholders)*
- *Examples of appropriate communication technology*
- *School website, mass e-mail, social media, newsletters, and other examples of direct communication with families and community stakeholders*
- *Other: _____*
- *Other: _____*

Performance Measure #4

Builds Professional and Ethical Relationships through Collaboration and Effective Communication

Indicator 4E: *Welcomes and honors families and stakeholders by engaging them in meaningful dialogue regarding student learning, the work of the school, and its needs and accomplishments.*

DISTINGUISHED (4)

- Principal proactively develops relationships and establishes processes with parents/guardians and the community to develop good will and garner fiscal, intellectual, and human resources that support specific aspects of the school's learning agenda.
- Principal establishes decision-making processes that include parent, community and staff members. Staff members are encouraged to expand their role in the community by engaging in in leadership responsibilities outside of the school setting.
- Principal establishes processes to assist staff, students, and families in the change process while describing the future
- Principal maintains focus on achieving school goals when confronting and supporting staff by challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision.
- Principal recognizes, integrates, and expands upon the learning opportunities that come from a diverse community and that lead to greater community involvement and higher levels of student learning.

    And…

ACCOMPLISHED (3)

- Principal implements processes that empower parents/guardians and all community stakeholders to make significant decisions and shares responsibility in the work of the school.
- Principal ensures that parents, community members, and staff have autonomy to make decisions and supports the decisions made as a part of the collective decision-making process.
- Principal directly addresses and assists stakeholders to understand and navigate the change process and balances the need to make change within the school quickly while supporting the staffs' ability to learn and develop new skills.
- Principal examines, addresses, and changes school structures and school practices that limit the participation of groups of students and families and/or builds on diversity in plans to increase student learning.

    And…

SATISFACTORY (2)

- Principal engages parents/guardians and all community stakeholders in a shared responsibility for student and school success.
- Principal involves parents, the community, and staff members in decisions about school governance, curriculum, and instruction.
- Principal articulates that change will raise emotions and attempts to support staff in the change process and remains focused on school goals when confronting and supporting staff in values, beliefs, assumptions, and/or habits of behavior that may not match the school vision.
- Principal demonstrates knowledge about diversity and its impact on student learning.

UNSATISFACTORY (1)

- Principal makes no attempt to interact with and/or acknowledge parents/guardians and community members in critical roles in developing community engagement, support, and ownership of the school.
- Principal does not seek input from a variety of stakeholder groups, including teachers and parents.
- Principal does not recognize the impact that the change process will have on the school community and does not support staff in changing values, beliefs, assumptions, and/or habits of behavior that do not match the school vision.

- Principal demonstrates limited awareness of the impact of diversity on student learning.

Possible Sources of Evidence:

- *Family surveys meeting district- or school-established targets for understanding and support of student learning goals*
- *Family participation rates for specific events meeting district or school targets*
- *School visits showing strong evidence of family outreach and family presence and participation in the school*
- *School visits showing family and community participation on school improvement teams*
- *Family and community members providing tangible and intangible support of school goals*
- *School Improvement Plan*
- *Formative and summative evaluation data*
- *Professional learning activities building staff capacity to support diverse populations*
- *Parent involvement in School Improvement Team*
- *PTSA/Booster club operation and participation*
- *Evidence of business partners and projects involving business partners*
- *Plan for shaping the school's image throughout the community*
- *Evidence of community support*
- *Number and use of school volunteers*
- *List of ways in which staff and students have been involved in community events*
- *Participation at family nights, open houses, discussion groups, and other scheduled opportunities for dialogue with stakeholders*
- *School website, mass e-mail, social media, newsletters, and other examples of direct communication with families and community stakeholders*
- *Other: _____*
- *Other: _____*

Performance Measure #4

Builds Professional and Ethical Relationships through Collaboration and Effective Communication

Indicator 4F: *Ensures that the school is in compliance with local, state, and federal laws, standards, and regulations as well as local district and school policies.*

DISTINGUISHED (4)

- Principal advocates for public policies that provide for present and future needs of children and families and improve equity and excellence in education by serving on professional and/or community groups.
- Principal routinely interprets federal, state, and district mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school.
- Principal actively participates in the development of district goals and initiatives directed at improving student achievement.
- Principal systematically monitors issues around compliance including structures, rules, and expectations. Principal utilizes staff and student input to resolve such issues.

   And…

ACCOMPLISHED (3)

- Principal ensures compliance with federal, state, and district mandates and updates protocols and processes.
- Principal aligns school plans with district initiatives and continually assesses and reports results to district-level decision-makers.
- Principal communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.
- Principal acts to influence local, district, state, and national decisions affecting student learning.

   And…

SATISFACTORY (2)

- Principal designs protocols and processes to comply with federal, state, and district mandates.
- Principal implements district initiatives directed at improving student achievement.
- Principal collaborates with key stakeholders to develop clear expectations, structures, rules, and procedures for students and staff.
- Principal engages in discussion with the school community about federal, state, and local laws, policies, regulations and statutory requirements.

UNSATISFACTORY (1)

- Principal does not demonstrate knowledge of applicable federal, state, and district mandates.
- Principal is aware of district goals and initiatives directed at improving student achievement.
- Principal does not demonstrate understanding of the importance of setting clear expectations, structures, rules, and procedures for students and staff.
- Principal fails to respond to political, social, and cultural needs of stakeholders.

Possible Sources of Evidence:

- *Building expectations/rules posted*
- *Student, faculty, substitute, and teacher handbook*

- *Crisis plan*
- *Staff memos, agendas*
- *Fire marshal reports/fire and disaster drill records*
- *Insurance audits of building*
- *Regular meeting agendas with maintenance staff*
- *Door monitors, hall monitors, parking lot monitors schedules/duties*
- *Safety committee meeting/crisis management plan*
- *Attendance/tardy procedures/expectations with consistently enforced consequences*
- *Minutes of faculty meetings, department head meetings*
- *Physical plant management plan/walkthrough*
- *Student (new and incoming) orientation documents*
- *Budget management procedures collaboration (dates and documents)*
- *In-service of new staff members (agendas)*
- *Building leadership team minutes*
- *Staff meeting agendas*
- *Student safety survey data results*
- *Other:_____*
- *Other:_____*

Performance Measure #4

Builds Professional and Ethical Relationships through Collaboration and Effective Communication

Indicator 4G: *Additional indicator as locally determined*

DISTINGUISHED (4)

- Principal…
- Principal…

    And…

ACCOMPLISHED (3)

- Principal…
- Principal…

    And…

SATISFACTORY (2)

- Principal…
- Principal…

UNSATISFACTORY (1)

- Principal…
- Principal…

Possible Sources of Evidence:

-
- *Other: _____*
- *Other: _____*

Performance Measure #5

Strategically Manages Resources for Systemic Performance Accountability

Indicator 5A: *Distributes leadership responsibilities, shares decision-making, and supervises daily ongoing management structures and practices to enhance teaching and learning.*

DISTINGUISED (4)

- Principal implements a collaborative leadership structure in which multiple stakeholders are represented and participants assume leadership and accountability in areas of both instruction and school operations.
- Principal designs and implements succession plans for key school positions to ensure that the organization has talent and continuity to move the learning community forward.
- Principal encourages staff members to accept leadership responsibilities outside of the school building.
- Principal designs management structures and operational processes that distribute leadership and decision-making authority and result in continuous improvement.

   And…

ACCOMPLISHED (3)

- Principal delegates tasks with corresponding levels of authority for instructional and management structures and practices.
- Principal identifies strengths and interests of building staff in order to identify potential leaders and builds leadership capacity with professional development and coaching.
- Principal creates opportunities for staff to demonstrate leadership skills by recruiting them for leadership and decision-making roles.
- Based on implementation and assessment, principal creates new management structures and operational processes that result in improved efficiency.

   And…

SATISFACTORY (2)

- Principal seeks input from a variety of stakeholder groups, including teachers and parents and distributes leadership on issues that are of little consequence to school functionality or success; principal models effective collaboration skills.
- Principal seeks opportunities to build teacher efficacy and leadership capacity among staff.
- Principal appropriately implements and accurately assesses management structures and operational processes.

UNSATISFACTORY (1)

- Principal fails to distribute leadership opportunities or decision-making authority.
- Principal fails to build teacher efficacy.
- Principal does not address management structures or operational processes.

Possible Sources of Evidence:

- *Evaluator observations and interviews*
- *Documentation of teacher-led meetings and committees*
- *Documentation of volunteer programs*
- *Staff and student survey data*
- *Committee structures, meeting agendas, and meeting minutes*
- *Principal written communications—memos, newsletters, website*
- *Professional development materials*
- *Other: _____*
- *Other: _____*

Performance Measure #5

Strategically Manages Resources for Systemic Performance Accountability

Indicator 5B: *Improves organizational performance by making appropriate and sound use of time, technology, management strategies, and accountability measures, including assessments, to achieve district and school's vision, mission, and goals.*

DISTINGUISHED (4)

- Principal finds creative ways to support instructional time for students beyond the traditional school day and systematically monitors the effect of the school schedule on collaborative planning and student achievement.
- Principal ensures that students are provided opportunities to learn and utilize best practices in the integrated use of 21st century instructional tools, including technology, to solve problems.
- Principal systematically challenges the status quo by leading change with beneficial outcomes for the organization's performance.
- Principal creates cultural conditions in which staff initiate continuous improvements and assume leadership in improvement initiatives.
- Principal creates an organizational culture in which students and staff recognize and celebrate peer successes and achievements that support organizational change.
- Principal builds capacity of staff to apply information about individual and organizational change processes. Staff support peers as they move through changes in organizational practices.
- Principal frequently and intentionally collects data including demographic and programmatic data to inform organizational decisions and reflect on leadership strategies.

  And…

ACCOMPLISHED (3)

- Principal maximizes instructional time by protecting it from interruptions and supporting creative ways of managing students, communicates and monitors the expectation that engaging instruction is provided for the entire instructional period, and schedules time for teacher collaboration and planning focused on teaching and learning.
- Principal designs scheduling processes and protocols that maximize staff input and address diverse student learning needs.
- Principal includes integration of 21st century instructional tools, including technology, in instructional expectations and provides learning experiences for staff that support technology's role in students' learning experiences.
- Principal routinely and systematically communicates the impacts of change processes to all stakeholders.
- Principal impacts cultural conditions by modeling continuous improvement, discussing current results, and implementing new processes that result in improvements.
- Principal schedules and communicates opportunities to recognize student and staff successes and achievements that support organizational change.
- Principal plans leadership and change processes using research concerning organizational change processes and how individuals experience the change process and supports staff as they move through changes in organizational practices.
- Principal uses various forms of student achievement data to inform organizational decisions.

  And…

SATISFACTORY (2)

- Principal protects instructional time from interruptions, ensures that teachers have required amounts of daily planning and lunch periods, and ensures planning time is focused on teaching and learning.

- Principal is knowledgeable of designs for age-appropriate school schedules which address the learning needs of diverse student populations.
- Principal provides students and staff access to a variety of 21st century instructional tools, including technology.
- Principal is comfortable and effective managing and leading major changes that improve organizational performance.
- Principal assesses and diagnoses the current school culture to determine which aspects support continuous improvement.
- Principal employs strategies to support organizational change by recognizing student and staff successes and achievements.
- Principal manages change processes using research about leadership and organizational change processes.
- Principal uses limited sources of data to inform organizational decisions.

UNSATISFACTORY (1)

- Principal has not created processes to maximize appropriate use of instructional time, allows interruptions during instructional time, and fails to monitor teacher planning and collaboration time.
- Principal does not address technology as a tool for achieving goals.
- Principal employs ineffective management and leadership strategies for managing and improving organizational performance.
- Principal does not address cultural conditions that support continuous improvement.
- Principal fails to recognize student and staff success or achievements.
- Principal does not apply research concerning management strategies and organizational change processes. Past experience is the primary source of information for planning.
- Principal fails to use data to inform organizational decisions.

Possible Sources of Evidence:

- *Evaluator observations and interviews*
- *Principal reflections and personal leadership plans*
- *School master schedule*
- *School mission, vision, and goal documents OR school improvement plan OR professional development plan*
- *Evidence of changes based on data*
- *Evidence of principal's professional development and use of research-based leadership strategies*
- *Evidence of recognition and celebrations*
- *Documentation of teacher-led meetings and committees*
- *Staff and student survey data*
- *Committee structures, meeting agendas, and meeting minutes*
- *Principal written communications—memos, newsletters, website*
- *Committee structures, meeting agendas, and meeting minutes*
- *Professional development materials*
- *Other: _____*
- *Other: _____*

Performance Measure #5

Strategically Manages Resources for Systemic Performance Accountability

Indicator 5C: *Maintains a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.*

DISTINGUISHED (4)

- Principal frequently reviews and revises expectations, structures, rules, and procedures for students and staff based on appropriate data.
- Principal ensures themes of respect, caring, and safety are taught, reinforced, celebrated, and publicized in classrooms and the school.
- Principal resolves conflicts to ensure the best interests of students, staff, and the school result.

    And…

ACCOMPLISHED (3)

- Principal communicates, monitors, and enforces clear expectations, effective structures, fair rules, and efficient procedures for students and staff.
- Principal utilizes staff and student input to resolve issues of compliance with expectations, structures, rules, and procedures for students and staff.
- Principal develops student and faculty responsibility for reinforcing positive behaviors in the school that support established norms of respect, caring, and safety.
- Principal resolves school-based problems in a fair, democratic way, and discusses with staff and implements solutions to address potentially discordant issues.

    And…

SATISFACTORY (2)

- Principal effectively implements policies and laws related to student safety and conduct, and collaboratively develops clear expectations, structures, rules, and procedures for students and staff.
- Principal communicates timely information in regards to safety and crisis situations with appropriate stakeholders.
- Principal establishes norms of respect, caring, and safety in the school and confronts behaviors that violate norms of respect, caring, and safety.
- Principal demonstrates awareness of and creates processes to resolve potential problems and areas of conflict within the school.

SATISFACTORY (1)

- Principal fails to consistently implement policies and laws related to student safety and conduct and/or fails to implement clear expectations, structures, rules, and procedures for students and staff.
- Principal establishes a school environment that focuses on maintaining compliance and order.
- Principal lacks awareness of potential problems and areas of conflict within the school.

Possible Sources of Evidence:

- *Evaluator observations and interviews*
- *Student behavior and attendance data*
- *School crisis management plan*
- *Procedures for reporting, investigating, and resolving incidents of school bullying, harassment, etc.*
- *Student and staff handbooks that communicate expectations, structures, rules, and procedures*
- *Evidence of school advisory, guidance, and health programs*
- *Staff and student survey data*
- *Committee structures, meeting agendas, and meeting minutes*
- *Evidence of recognition and celebrations*
- *School mission, vision, and goal documents OR school improvement plan OR professional development plan*
- *Evidence of changes based on data*
- *Principal written communications—memos, newsletters, website*
- *Other: _____*
- *Other: _____*

Performance Measure #5

Strategically Manages Resources for Systemic Performance Accountability

Indicator 5D: *Manages the organization, operations, and resources to promote student success and maintain a safe, efficient, and effective learning environment.*

DISTINGUISHED (4)

- Principal engages staff in procuring additional resources by writing grants and developing partnerships to support learning.
- Principal delegates and monitors responsibility for oversight of operational systems in areas of physical safety, legal requirements, fiscal resources, daily operations, and maintenance of facility, materials, and technology resources.
- Principal ensures that resources are not diverted to competing issues.

    And…

ACCOMPLISHED (3)

- Principal collaboratively develops a plan for resource allocation aligned to student and staff needs and communicates the plan to stakeholders.
- Principal procures additional resources for the school to support student and staff learning.
- Principal maintains and refines operational systems in areas of physical safety, legal requirements, fiscal resources, daily operations, and maintenance of facility, materials, and technology resources.
- Principal works with staff to identify a small number of high-priority goals and plan resource allocation and operational systems based on those goals.

    And…

SATISFACTORY (2)

- Principal effectively implements district rules and procedures for resource allocation, management, and procurement.
- Principal allocates resources to support student and staff learning.
- Principal maintains operational systems in areas of physical safety, legal requirements, fiscal resources, daily operations, and maintenance of facility, materials, and technology resources.
- Principal identifies a small number of goals and prioritizes goals when allocating resources and creating operational systems.

UNSATISFACTORY (1)

- Principal is unable to manage resources in an effective manner and/or exceeds resources.
- Principal fails to maintain operational systems in areas of physical safety, legal requirements, fiscal resources, daily operations, and maintenance of facility, materials, and technology resources.
- Principal does not prioritize or align goals from among school, district, state, and national goals or identifies a large number of goals, resulting in a lack of sufficient resources to accomplish goals.

Possible Sources of Evidence:

- *Evaluator observations and interviews*
- *School resource, materials, and budget data*
- *Staff handbooks that communicate expectations, structures, rules, and procedures*

- *Evidence of operational systems*
- *Staff and student survey data*
- *Committee structures, meeting agendas, and meeting minutes*
- *Evidence of improvements to resource management and school operational systems*
- *School mission, vision, and goal documents OR school improvement plan OR professional development plan*
- *Principal written communications—memos, newsletters, website*
- *Grant applications and evidence of community partnerships*
- *Other: _____*
- *Other: _____*

Performance Measure #5

Strategically Manages Resources for Systemic Performance Accountability

Indicator 5E: *Develops and implements a budget process that manages fiscal expenditures consistent with district and school goals, policies, and available resources and that is focused on and results in improved student achievement.*

DISTINGUISHED (4)

- Principal engages staff in procuring additional financial resources by writing grants and developing partnerships to support learning.
- Principal incorporates input from a school leadership team that includes parent and community membership in budget decisions.
- Principal ensures that financial resources are not diverted to competing issues.

    And…

ACCOMPLISHED (3)

- Principal collaboratively develops a plan for financial resource allocation aligned to student and staff needs and communicates the plan to stakeholders.
- Principal procures additional financial resources for the school to support student and staff learning.
- Principal utilizes input from staff to establish budget priorities and a balanced operational budget for school programs and activities.
- Principal designs transparent systems to budget and manage school financial resources.
- Principal works with staff to identify a small number of high-priority goals and budget financial resources based on those goals.

    And…

SATISFACTORY (2)

- Principal ensures the strategic allocation and equitable use of financial resources to meet student and staff needs.
- Principal allocates funds based on student needs within federal, state, and district rules.
- Principal is knowledgeable of and implements school budget and accounting procedures.
- Principal uses feedback and data to assess the success of budget and accounting procedures.
- Principal identifies a small number of goals and prioritizes goals when budgeting financial resources.

UNSATISFACTORY (1)

- Principal is unable to allocate financial resources in an effective manner and/or exceeds budgets.
- Principal does not establish a school budget or monitor financial records.
- Principal does not prioritize or align goals from among school, district, state, and national goals or identifies a large number of goals, resulting in a lack of sufficient financial resources to accomplish goals.

Possible Sources of Evidence:

- *Evaluator observations and interviews*
- *School budget data and financial records*
- *Staff handbooks that communicate expectations, structures, rules, and procedures*
- *Evidence of budget and accounting procedures*
- *Staff and student survey data*
- *Committee structures, meeting agendas, and meeting minutes*
- *Evidence of improvements to budget and accounting systems*
- *School mission, vision, and goal documents OR school improvement plan OR professional development plan*
- *Principal written communications—memos, newsletters, website*
- *Grant applications and evidence of community partnerships*
- *Other: _____*
- *Other: _____*

Performance Measure #5

Strategically Manages Resources for Systemic Performance Accountability

Indicator 5F: *Additional indicator as locally determined*

DISTINGUISHED (4)

- Principal…
- Principal…

    And…

ACCOMPLISHED (3)

- Principal…
- Principal…

    And…

SATISFACTORY (2)

- Principal…
- Principal…

UNSATISFACTORY (1)

- Principal…
- Principal…

Possible Sources of Evidence:

- *Other: _____*
- *Other: _____*