

Minnesota Principal Evaluation Rubric Draft 1.17.12

Core Competency #1: *Establishes a Vision and Mission 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 prepares every student to succeed in post-secondary learning and to become responsible and contributing citizens.*

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICIENT (2)	UNSATISFACTORY (1)
<p>... and</p> <p>Principal engages stakeholders representing all roles (staff, students, parents, community) and their perspectives in the development, implementation, monitoring and refinement of a shared vision and mission, and for setting goals for high student achievement and career readiness.</p>	<p>... and</p> <p>Principal engages with key stakeholders (staff and students) to develop, implement, monitor and refinement of a shared vision and mission, and for setting goals for high student achievement and career readiness.</p>	<p>... and</p> <p>Principal provides limited opportunities for engaging key stakeholders to participate in the development and implementation of a shared vision and mission, and for setting goals for high student achievement and career readiness.</p>	<p>Principal does not engage stakeholders to develop or implement shared vision, mission or for setting goals for high student achievement and career readiness; does not communicate the school's vision, mission and goals to all stakeholders.</p>
<p>Principal uses the vision, mission and goals to drive decisions and to build the 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.</p>	<p>Principal uses the vision, mission and goals in decision-making and to guide processes established with stakeholder groups in making informed instructional decisions.</p>	<p>Principal refers to vision, mission goals when making decisions but may not be guided by vision, mission and goals or input from stakeholders when making informed instructional decisions.</p>	<p>Principal actions may contradict the school vision, mission and goals and/or demonstrate inconsistencies between stated beliefs and actions.</p>
<p>The 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</p>	<p>The 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.</p>	<p>The principal implements a process for the development of a shared school vision that identifies high achievement for students and staff effectiveness.</p>	<p>Principal fails to fully develop a school vision. Mission and goals for high achievement for students and staff effectiveness and stakeholders are unaware of the decision making process.</p>

actions to increase staff and communities effectiveness in reaching 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.	Principal aligns actions, school practices, messages and routines with the school vision, mission and goals.	Principal remains focused on the school vision and mission as he/she identifies goals and actions to achieve them.	Principal does not connect goals to a plan to achieve them; nor are the goals data-driven.
1A Score: _____			
<p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> • There is 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 are shared with stakeholder groups [observations and artifacts: presentation to stakeholders] • Building level staff development plan supports and is 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 are shared and widely known within the school community [observations and artifacts: posters and newsletters] • School visits show strong staff and stakeholder involvement in, understanding of, and commitment to, the school's mission, vision and goals • School staff and other stakeholders participate in annually updating the school's mission statement and goals • Surveys of staff, parents, students or other stakeholders meet 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 meet district or school targets for reported understanding of, and commitment to, the school's mission, vision and goals • Parents, staff and other are clear about academic expectations [observations and artifacts: homework policy, academic guidelines, parent handbook] • Other: _____ • Other: _____ 			

Core Competency #1: Establishes a Vision and Mission Focused on Shared Goals, High Expectations and Cultural Understanding			
Indicator 1B: Articulates a vision and helps develop implementation strategies for changes that result in measurable achievement gains for all students including closing the achievement gaps.			
DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICIENT (2)	UNSATISFACTORY (1)
<p>... and</p> <p>Principal initiates and communicates changes to vision, mission and goals based on data to improve school performance; establishes a school culture of high expectations that incorporates collaborative decisions-making processes to achieve measurable goals and close the achievement gap for all students.</p>	<p>... and</p> <p>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 measurable goals and close the achievement gap for all students.</p>	<p>... and</p> <p>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.</p>	<p>Principal actions lack emphasis on learning and/or high and measurable expectations in implementing vision, mission and goals.</p>
<p>Principal identifies and communicates actions, roles, responsibilities, timelines and decision making processes to appropriate stakeholder groups in the development of specific and measurable achievement goals.</p>	<p>Principal connects actions and communications, and includes all stakeholders in the decision making processes in the development of specific and measurable achievement goals.</p>	<p>Principal communicates the decision making process to key stakeholders in the development of specific and measurable achievement goals.</p>	<p>Principal fails to connect actions, communications, and decision making to the organization's vision, mission and goals.</p>
<p>Principal builds staff ownership, efficacy and empowerment in the goal areas, and assigns teachers to focus on goals effecting students school-wide and specific goals as appropriate to their assignment areas.</p>	<p>Principal engages a diverse group of stakeholders and the support of the central office to implement changes needed to improve learning.</p>	<p>Principal identifies changes needed to improve student learning, and engages staff through effective communication and strategies.</p>	<p>Principal fails to monitor impact of change strategies and does not track progress against the plan in order to adjust strategies as needed.</p>
<p>Principal designs, develops and implements ongoing cycles of data collection, analysis, professional development, implementation and reflection to monitor progress toward goals and promote change for continuous improvement.</p>	<p>Principal creates a process to gather data to monitor, track and review progress toward goals and routinely and systematically communicates impacts/progress to stakeholders.</p>	<p>Principal remains focused on the school vision, mission as he/she identifies goals and uses data to monitor progress toward goals.</p>	<p>Principal fails to use relevant data to monitor progress toward goals.</p>

Principal adapts his/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 to increase student achievement and improve teacher effectiveness.	The principal monitors the change process and addresses factors that will increase staff motivation, and install practices that promote persistence and well-being.	Principal understands how adults learn, and uses this understanding to plan professional development and support the continuous learning process.	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.
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1B Score: _____

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 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, local newspaper articles highlighting achievement
- Department meeting agendas (grade-level meetings, team meetings)
- District report card/building report – annual report to all community – 3-year comparison
- Mission/vision statement posters everywhere/schools/businesses
- Board presentations
- Parent meeting agendas
- Communicating with local community/service organization about vision for learning
- Advisory committee meetings – agendas and minutes
- End-of-Year Board Report (review of programs)
- Other _____
- Other _____

Core Competency #1: Establishes a Vision and Mission Focused on Shared Goals, High Expectations and Cultural Understanding			
Indicator 1C: Fosters a shared commitment to high expectations for student achievement and high standards of teaching and learning in a culturally competent environment where diversity is valued.			
DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICIENT (2)	UNSATISFACTORY (1)
<p>... and</p> <p>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.</p>	<p>... and</p> <p>Principal engages in open dialogue with all stakeholders representing the school community's cultural, social and economic populations.</p>	<p>... and</p> <p>Principal engages in two-way communication and ongoing dialogue with some stakeholder groups representing the cultural, social and economic diversity of the school community.</p>	<p>Principal fails to demonstrate an understanding, appreciation and need for cultural, social, and economic diversity of the school community.</p>
<p>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 school and community's diversity.</p>	<p>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.</p>	<p>Principal recognizes the impact of diversity on teaching and learning, and holds regular conversations about diversity with staff.</p>	<p>Principal demonstrates limited awareness of the impact of diversity on student learning and does not support staff in navigating the challenge of diversity.</p>
<p>Principal recruits and networks with families, community partners, and under-represented populations to develop relationships to solve common problems and pursue shared purposes.</p>	<p>Principal utilizes the community's cultural, social and intellectual resources to enhance the learning environment both school-wide and within classroom environments.</p>	<p>Principal acknowledges the community's cultural, social and intellectual resources.</p>	<p>Principal does not acknowledge the community's cultural, social and intellectual resources.</p>

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 is visible in classrooms, throughout the building, and at appropriate after school functions, interacting with students, teachers and parents.	Principal is visible during the school day, interacting with students and teachers.	Principal spends minimal time interacting with students and teachers.
Principal provides school-wide and classroom student learning opportunities for extension and enrichment based on data from a variety of sources.	Principal implements a system of monitoring, feedback and support that ensures classroom instruction is research-based, differentiated and engaging.	Principal visits classrooms on a regular basis and identifies differentiated instruction and high level of student engagement.	Principal ignores the importance of differentiation of instruction and student engagement in student achievement.
Principal implements and models creative avenues for addressing student learning and/or behavior needs, providing 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.	Principal provides support and resources for creative and innovative teaching and learning practices to meet the diverse needs of all students.	Principal encourages creative and innovative teaching and learning.	Principal fails to support diverse learning styles of students.

1C Score: _____

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 _____
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Core Competency #1: Establishes a Vision and Mission Focused on Shared Goals, High Expectations and Cultural Understanding

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

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICIENT (2)	UNSATISFACTORY (1)
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 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 other forms of job-embedded professional development (i.e., peer observation, coaching/mentoring, demonstration teaching).	Principal builds a school culture in which educators work collaboratively to increase student learning.	Principal does not develop systems or structures to provide collaborative learning opportunities for staff.
Principal establishes and maintains school mission, vision and rigorous goals that are aligned with district priorities and based on the analysis of multiple sources of information that set clear and measureable high expectations for all students and educators.	Principal establishes and maintains school mission, vision and rigorous goals that set clear and measurable expectations for all students and educators.	Principal establishes school mission, vision and goals that are aligned to district priorities; based on the analysis of limited sources of information; sets expectations for students and educators.	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 and/or unclear and difficult to measure.
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 demonstrates 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.	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 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 collaboratively designs and institutes practices and structures that support a culture of professional learning that promotes accountability, cohesiveness, mutual support and cooperation among	Principal continuously learns from and seeks out colleagues to collaboratively identify and institute innovative methods to support the continuous learning of staff.	Principal develops structures for collaboration between teachers and other educational support personnel.	Principal does not develop processes or structures for professional collaboration for staff.

staff.			
1D Score: _____			
<p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> • School improvement plan. • Written student outcomes 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 show that the school's mission statement is measurable, evident and understood by the school community. • School visit that show 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 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 _____ 			

Core Competency #1: Establishes a Vision and Mission Focused on Shared Goals, High Expectations and Cultural Understanding			
Indicator 1E: Builds strong and positive sense of community in the school by honoring the important role of race and culture, its traditions, artifacts, symbols, values and norms, as a contributor to student and school success.			
DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICIENT (2)	UNSATISFACTORY (1)
<p>... and</p> <p>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.</p>	<p>...and</p> <p>Principal utilizes the community's cultural, social, economic and intellectual resources to enhance the learning environment.</p>	<p>... and</p> <p>Acknowledges the community's cultural, social, economic and intellectual resources.</p>	<p>Principal fails to demonstrate an understanding, appreciation, and need for cultural, social, economic and intellectual diversity of the school community.</p>
<p>Principal incorporates many different perspectives and encourages dissenting voices to gain new perspectives and to improve the schools' instructional program.</p>	<p>Principal incorporates different perspectives into decisions in developing plans and creates forums to hear multiple and dissenting viewpoints.</p>	<p>Principal designs plans for student and school success, and asks for feedback from multiple voices from the school community.</p>	<p>Principal excludes voices from the community in forums to discuss school performance.</p>
<p>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.</p>	<p>Principal establishes school-wide practices that promote tolerance and addresses intolerance.</p>	<p>Principal models appreciation and respect for the cultures of the school and community and uses strategies to promote intolerance.</p>	<p>Principal holds different expectations for different groups of students and holds them to different standards.</p>
<p>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.</p>	<p>Principal creates a school culture and establishes expectations in which staffs are accessible and approachable to families and community.</p>	<p>Principal welcomes family and community involvement and visitors to the school are welcomed.</p>	<p>Family and community input are not present in the schools' vision, mission and goals.</p>

1D Score: _____

Possible Sources of Evidence:

- Surveys of students, teachers and parents.
- Documented use of 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 includes 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.
- Establish business partnerships to enhance collaboration in community (documentation).
- Collaboration with higher ed (documentation).
- Mentors (adults/students) (documentation).
- Examples of parental involvement and input, e.g., PAC agendas, log of volunteer hours/tasks, volunteer recognition, PTA connections/org.
- Teaming w/community agencies, YMCA, Mental Health (documentation).
- Other _____
- Other _____

Core Competency #1: Establishes a Vision and Mission Focused on Shared Goals, High Expectations and Cultural Understanding

Indicator 1F: Other as determined locally

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICIENT (2)	UNSATISFACTORY (1)
...and	... and	... and	

1D Score: _____

Possible Sources of Evidence:

DRAFT