Measuring
Principal
Performance
In Minnesota

**Performance Measure and Indicator Rubric** 

January 23, 2012

# Minnesota Principal Evaluation Rubric Draft 1.23.2012

## Performance Measure # 1

Performance Measure #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)	PROFICENT (2)	UNSATISFACTORY (1)
and  Principal regularly engages stakeholders representing all roles	and  Principal regularly engages with key stakeholders (staff and students)	Principal provides limited opportunities for engaging key	Principal does not engage stakeholders perspectives in the development, implementation,
(staff, students, parents, community) and their perspectives.	perspectives.	stakeholders perspectives.	monitoring and refinement of a shared vision and mission, and for setting goals for high student achievement and career readiness; does not communicate the school's vision, mission and goals to all stakeholders.
Principal uses the vision, mission and goals to drive decisions and to build	Principal uses the vision, mission and goals in decision-making and to guide	Principal refers to vision, mission goals when making decisions but may	Principal actions may contradict the school vision, mission and goals
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.	processes established with stakeholder groups in making informed instructional decisions.	not be guided by vision, mission and goals or input from stakeholders when making informed instructional decisions.	and/or demonstrate inconsistencies between stated beliefs and actions.
The principal leads the school and community in collaborative processes	The principal collaboratively develops a shared school vision, uses multiple	The principal implements a process for the development of a shared	Principal fails to fully develop a school vision, mission and goals for
to establish measureable school-wide	sources of data to identify	school vision that identifies high	high achievement for students and
goals aligned to district goals using	measureable school-wide goals to	achievement for students and staff	staff effectiveness and stakeholders

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multiple sources of data, engages the	increase student achievement, and	effectiveness.	are unaware of the decision making
support of the central office in the	designs corresponding actions to		process.
complex process and implements	increase staff effectiveness.		
actions to increase staff and			
communities effectiveness in			
reaching school's vision, mission and			
student achievement goals.			
Principal routinely continues the	Principal aligns actions, school	Principal remains focused on the	Principal does not connect goals to a
collaboration processes to monitor	practices, messages and routines	school vision and mission as he/she	plan to achieve them; nor are the
alignment of actions, messages and	with the school vision, mission and	identifies goals and actions to	goals data-driven.
routines to ensure achievement of	goals.	achieve them.	
school's vision, mission and goals.			
			1A Score:

- 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: \_\_\_\_\_\_

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

Indicator 1B: Articulates a vision and develops strategies, for change that result in measureable achievement gains for all students including closing the achievement gaps.

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
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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 decisionsmaking processes to achieve measureable goals and close the achievement gap for all students.	Principal communicates and models, a commitment to the vision, mission and goals and promotes a school culture of high expectations that incorporates collaborative decisionsmaking processes to achieve measureable goals and close the achievement gap for all students.	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 actions lack emphasis on learning and/or high and measureable expectations in implementing vision, mission and goals.
Principal identifies and communicates actions, roles, responsibilities, timelines and decision making processes to appropriate stakeholder groups.	Principal connects actions and communications, and includes all stakeholders in the decision making processes.	Principal communicates the decision making process to key stakeholders in the development of specific and measurable achievement goals.	Principal fails to connect actions, communications, and decision making to the organization's vision, mission and goals.
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.	Principal engages a diverse group of stakeholders and the support of the central office to implement changes needed to improve learning.	Principal identifies changes needed to improve student learning, and engages staff through effective communication and strategies.	Principal fails to monitor impact of change strategies and does not track progress against the plan in order to adjust strategies as needed.
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.	Principal creates a process to gather data to monitor, track and review progress toward goals and routinely and systematically communicates impacts/progress to stakeholders.	Principal remains focused on the school vision, mission as he/she identifies goals and uses data to monitor progress toward goals.	Principal fails to use relevant data to monitor progress toward goals.

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.
	1		1B Score:

- 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			

# Performance Measure #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)	PROFICENT (2)	UNSATISFACTORY (1)
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.	and  Principal engages in open dialogue with all stakeholders representing the school community's cultural, social and economic populations.	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 fails to demonstrate an understanding, appreciation and need for cultural, social, and economic diversity of the school 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 come from school and community's diversity.	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 recognizes the impact of diversity on teaching and learning, and holds regular conversations about diversity with staff.	Principal demonstrates limited awareness of the impact of diversity on student learning and does not support staff in navigating the challenge of 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 utilizes the community's cultural, social and intellectual resources to enhance the learning environment both school-wide and within classroom environments.	Principal acknowledges the community's cultural, social and intellectual resources.	Principal does not acknowledges the community's cultural, social and intellectual resources.
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.

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			1C Score:
diverse learning needs of all students.			
school and classroom efforts to meet			
continually evaluates and refines			
classroom management and			
research-based instruction and	students.		
needs, providing resources for	meet the diverse needs of all		
student learning and/or behavior	teaching and learning practices to		
creative avenues for addressing	resources for creative and innovative	innovative teaching and learning.	learning styles of students.
Principal implements and models	Principal provides support and	Principal encourages creative and	Principal fails to support diverse
variety of sources.	engaging.		
enrichment based on data from a	research-based, differentiated and	level of student engagement.	achievement.
opportunities for extension and	that ensures classroom instruction is	differentiated instruction and high	student engagement in student
classroom student learning	monitoring, feedback and support	regular basis and identifies	differentiation of instruction and
Principal provides school-wide and	Principal implements a system of	Principal visits classrooms on a	Principal ignores the importance of

P	ossih	le S	Sources	of	<b>Fvid</b>	ence	٠.

- 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 \_\_\_\_\_\_\_

## Performance Measure #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.

Consistent with school's mission			
DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
Principal, in collaboration with all	Principal establishes and reinforces	Principal builds a school culture in	Principal does not develop systems or
stakeholders, uses multiple data	expectations, roles, norms and	which educators work collaboratively	structures to provide collaborative
sources to establish rigorous,	responsibilities for effective working	to increase student learning.	learning opportunities for staff.
concrete goals in the context of	teams and ensures that teachers		
student achievement, instructional	have the opportunity and time to		
programs and ongoing job-embedded	meet in learning teams and other		
professional development action	forms of job-embedded professional		
plans in place to meet student	development (i.e., peer observation,		
achievement goals.	coaching/mentoring, demonstration		
	teaching).		
Principal establishes and maintains	Principal establishes and maintains	Principal establishes school mission,	Principal fails to establish and
school mission, vision and rigorous	school mission, vision and rigorous	vision and goals that are aligned to	maintain a school mission, vision, and
goals that are aligned with district	goals that set clear and measurable	district priorities; based on the	rigorous goals that are aligned to
priorities and based on the analysis of	expectations for all students and	analysis of limited sources of	district priorities and/or sets
multiple sources of information that	educators.	information; sets expectations for	expectations for students and
set clear and measureable high		students and educators.	educators that are too low and/or
expectations for all students and			unclear and difficult to measure.
educators.			
Principal remains focused on student	Principal demonstrates focus on	Principal focuses on improving	Principal does not maintain focus on
achievement results at all times;	improving student achievement	student achievement results; refers	improving results or meeting school
builds staff ownership for the goals	results; keeps the school-wide goals	to goals on a regular basis and	goals - rarely refers to goals and does
and builds capacity of staff to	present for staff and stakeholders by	attempts to concretely connect goals	not identify and/ or implement
monitor benchmarks and milestones	referencing goals in all meetings and	to the day-to-day work of the school	strategies to reach results.
within specific grade or content areas	planning sessions; tracks progress	while implementing a limited number	
including continuous review of	against milestones and benchmarks	of strategies to reach results.	
disaggregated data for student	to monitor, track and review		
groups who have traditionally not	progress, and adjusts strategies.		
been successful in the school.			
Principal collaboratively designs and	Principal continuously learns from	Principal develops structures for	Principal does not develop processes
institutes practices and structures	and seeks out colleagues to	collaboration between teachers and	or structures for professional
that support a culture of professional	collaboratively identify and institute	other educational support personnel.	collaboration for staff.
learning that promotes	innovative methods to support the		
accountability, cohesiveness, mutual	continuous learning of staff.		
support and cooperation among			
staff.			

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1D	Score:	

- 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 measureable, 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		

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

Indicator 1E: Builds a 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)	PROFICENT (2)	UNSATISFACTORY (1)
and	and	and	
Principal recruits individuals within the community and establishes and/or joins networks with families, community partners and underrepresented populations to develop relationships to solve problems and pursue shared purposes.	Principal utilizes the community's cultural, social, economic and intellectual resources to enhance the learning environment.	Acknowledges the community's cultural, social, economic and intellectual resources.	Principal fails to demonstrate an understanding, appreciation, and need for cultural, social, economic and intellectual diversity of the school community.
Principal incorporates many different perspectives and encourages dissenting voices to gain new perspectives and to improve the schools' instructional program.	Principal incorporates different perspectives into decisions in developing plans and creates forums to hear multiple and dissenting viewpoints.	Principal designs plans for student and school success, and asks for feedback from multiple voices from the school community.	Principal excludes voices from the community in forums to discuss school performance.
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 establishes school-wide practices that promote tolerance and addresses intolerance.	Principal models appreciation and respect for the cultures of the school and community and uses strategies to promote intolerance.	Principal holds different expectations for different groups of students and holds them to different standards.

to engage all stakeholders in the e	Principal creates a school culture and establishes expectations in which staffs are accessible and	Principal welcomes family and community involvement and visitors to the school are welcomed.	Family and community input are not present in the schools' vision, mission and goals.
·	approachable to families and community.		

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- 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				

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

# **Indicator 1F:** Other as determined locally **ACCOMPLISHED (3)** PROFICENT (2) **UNSATISFACTORY (1) DISTINGUISHED (4)** . . .and . . . and . . . and 1F Score: **Possible Sources of Evidence:** Other \_\_\_\_\_ Other \_\_\_\_



## Performance Measure # 2

## Performance Measure #2: Provides Instructional Leadership for High Student Academic Performance

Indicator 2A: Facilitates the development and communication of a shared vision for 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)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
Principal engages multiple stakeholders and shares leadership in developing, communicating, and evaluating a shared vision for effective teaching.	Principal engages shareholders beyond students and teachers in development and communication of a shared vision for effective teaching.	Principal engages students and staff in development and communication of a shared vision for effective teaching.	Principal lacks or unilaterally develops vision for effective teaching.
Principal communicates and models through decision-making processes, a commitment to high expectations and closing of achievement gaps for all students. Principal nurtures a school-wide culture of high expectations, collaboration, and learning.	Principal communicates and models through decision-making processes, a commitment to high expectations and closing of achievement gaps for all students.	Principal communicates the importance of high expectations and closing of achievement gaps.	Principal lacks an emphasis on learning and high expectations in vision.
Principal develops policies to support high expectations for creating engaging, active learning environments; offers multiple opportunities throughout the school year to listen and respond to teachers and students regarding learning experiences.	Principal creates and implements a system or monitoring, feedback, and support that ensures instruction is research based, individualized, and focuses on high levels of student engagement.	Principal observes classrooms, identifying individualized instruction and high levels of student engagement.	Principal fails to reinforce the importance of individualization of instruction and student engagement in student achievement.

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support environ (i.e. out student	al provides opportunities and to extend learning ments beyond school walls door classrooms, displays of work in halls, organization of oms, etc.)	Principal provides support and resources for creative and innovative teaching.	Principal encourages creative and innovative teaching.	Principal fails to support diverse learning styles of students.
				2A Score:
	ole Sources of Evidence:			
Possib	ole Sources of Evidence:			
Possib	Evaluator observations and in	terviews		
0	Evaluator observations and in			
0	Evaluator observations and in Principal walkthrough records Displays of student work, teac	and data	an	
0 0	Evaluator observations and in Principal walkthrough records Displays of student work, teac	and data ther lesson plans, student work samples	an	
0 0	Evaluator observations and in Principal walkthrough records Displays of student work, tead School mission, vision, and go Staff and student survey data	and data ther lesson plans, student work samples	an	
0 0 0	Evaluator observations and interprincipal walkthrough records Displays of student work, tead School mission, vision, and good Staff and student survey data Committee structures, meeting	and data ther lesson plans, student work samples al documents OR school improvement pl	an	
0 0 0 0	Evaluator observations and interprincipal walkthrough records Displays of student work, tead School mission, vision, and good Staff and student survey data Committee structures, meeting	and data the characteristics and data the char lesson plans, student work samples all documents OR school improvement play agendas, and meeting minutes	an	
0 0 0 0 0	Evaluator observations and interprincipal walkthrough records Displays of student work, tead School mission, vision, and got Staff and student survey data Committee structures, meetin Principal written communicati	and data the character and data sher lesson plans, student work samples al documents OR school improvement plans agendas, and meeting minutes	an	

## Performance Measure #2: Provides Instructional Leadership for High Student Academic Performance

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

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
and	and	and	
Principal utilizes student input on delivery of curriculum and to identify priorities.	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 conducts formal and informal classroom observations of curriculum delivery and provides generalized feedback to teachers following formal observations.	Principal fails to create or maintain a system to ensure curriculum standards are taught.
Principal ensures standards are aligned vertically and horizontally at student transition points in and out of the school.	Principal ensures standards are aligned vertically and horizontally within the school.	Principal provides opportunities for horizontal standard alignment through grade-level or team meetings.	Principal allows classroom curriculum to be a matter of individual teacher discretion and autonomy.
Principal facilitates teachers' review of summative assessment data in order to refine curriculum on a continual basis; partners with and utilizes input from the community to improve curricular programs and processes.	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.	Principal provides direction and purpose for teachers to communicate learning outcomes to students.	Principal fails to provide opportunities for teachers to develop curriculum, collaborate on student learning targets, or compare student work.
			2B Score:

- o Evaluator observations and interviews
- Curriculum documents—pacing guides, priority standards, etc.
- Student assessments
- O Principal walkthrough and classroom observation records and data
- o Standards or learning outcomes posted in classrooms
- O Displays of student work, teacher lesson plans, student work samples
- o School mission, vision, and goal documents OR school improvement plan OR professional development plan
- Staff and student survey data
- o Committee and team structures, meeting agendas, and meeting minutes
- o Principal written communications—memos, newsletters, website
- o Academic program reviews
- School master schedule

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o 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 student learning and close identified gaps.

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
and  With teachers, principal identifies future challenges and potential solutions based on anticipated student performance.	With teachers, principal gathers and appropriately uses formative and summative data to evaluate effectiveness of teaching and learning; collaboratively, teachers set and measure student performance goals frequently.	Principal provides structures that measure student performance through formative and summative assessments; teachers set student performance goals and monitor achievement gap data.	Principal fails to develop a system of assessment to monitor student progress and set goals on student performance and achievement gaps.
Principal creates formal structures that provide for student reflection and goal setting.	Principal develops protocols that ensure student progress is measured and communicated frequently with students and parents.	Principal communicates student accountability and assessment data through mandated reporting systems.	Principal fails to accurately communicate student assessment and accountability data with stakeholders.
Principal has facilitated 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.	Principal has implemented processes for teachers to design and implement interventions at both the classroom and school levels; develops systems and supports that allow for differentiated learning opportunities based on assessment data.	School-wide or classroom interventions are designed based on student performance data; encourages teachers to differentiate learning opportunities based on student needs.	Principal fails to support necessary interventions and changes of instructional strategies based on student assessment data.
			2C Score:

- 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

0	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)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
Principal frequently collects and analyzes student data to determine the impact of interventions.	Principal regularly collects and analyzes student data to determine the impact of interventions.	Principal collects and analyzes student data at the end of the year to determine the impact of interventions.	Principal does not collect or use student data to monitor the impact of interventions.
Principal has designed and implemented processes in which teachers individually and collaboratively collect and review data to modify interventions and instructional strategies.	Principal has designed and implemented processes that support teachers' individual and collaborative review of data to modify interventions and instructional strategies.	Principal reports results to teachers.	Principal does not report results to teachers.
Principal has created 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 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 observes classroom instruction and provides feedback to teachers.	Principal fails to create or maintain a system for observing instruction, facilitating reflection on instructional practice, and coaching teachers.
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 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 has implemented 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 does not create processes for teachers to review data or research or to take collective action based on data and research.

Principal creates and 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. Possible Sources of Evidence: Evaluator observations and interviews Principal walkthrough and observation records and data

Principal creates an environment of Principal creates an environment of risk-taking and trust in which staff trust in which both successes and members who implement innovative failures are shared, and expressions of opinions and feelings are strategies are encouraged, protected, and provided additional support. welcomed.

Principal maintains an environment that is satisfied with current practices and procedures.

2D	Score:			

- 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

0	Other:			 
0	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, are job embedded, and are based on the school's learning needs.

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
Principal provides professional development experiences that enable educators to problem solve and adapt new strategies to match classroom and student circumstances.	Principal provides professional development experiences that address content knowledge and underlying concepts that teachers need to enable students to achieve high standards.	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 provides professional development sessions that address regulations, procedures, and policies.
Principal provides specific, expected student learning outcomes and a descriptive rubric of expected practices connected to staff learning experiences.	Principal communicates a clear description of expected practices that result from staff learning experiences.	Principal describes general student learning outcomes and explains how staff learning experiences support school improvement goals.	Principal does not articulate the rationale or expected results of 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 works with teachers to review research and evaluation data from previous staff experiences when developing staff learning experiences and approaches.	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 does not use educational research when planning staff learning experiences.
Principal has implemented processes in which staff members take leadership in initiating professional development planning and evaluation.	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 collaborates with staff and professional development facilitators to design and implement an ongoing professional development program based on teacher and student needs.	Principal works with staff to schedule staff development activities for designated days in the calendar.

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Principal maintains learning team meeting schedules despite challenges from staff or circumstances and communicates the value of teams to stakeholders.	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 uses staff meetings for collegial interaction and sharing and creates learning teams that meet regularly with a focus on collective inquiry and action.	Principal maintains working conditions that result in teacher isolation and individual practice.
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.	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.	Principal analyzes student achievement results to determine staff learning experiences.	Principal uses personal experience and opinion to determine staff learning experiences.
			2E Score:

- 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

0	Other:		
_	Othor		

Performance N	leasure #2: Provides instructional	leadership for High Student Acade	emic Performance
Indicator 2F: Other as determine	ined locally.		
DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
and	and	and	
			2F Score:
Possible Sources of Evidence:  Other: Other:			



# Performance Measure #3

# 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.

	close achievement gaps with low performing student groups.			
DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)	
Principal completes a comprehensive needs assessment of the school strengths/weaknesses including an assessment of the school instructional practices and student learning outcomes.	Principal completes a needs assessment of the school by using multiple forms of data and previous year's school improvement plan to track and review progress.	Principal uses some data to assess current student achievement results and school practices.	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 uses a comprehensive analysis of the school to determine appropriate grade and content area targets and prioritizes the improvement 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 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 uses some data to identify priority areas for improvement and 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 does not use data to identify priority areas or goals for improvement; does not have a process to track progress; does not complete a school improvement plan and/or creates a plan that is not aligned to school priorities for improvement.	
Principal maintains a strong focus on student achievement results at all times; build 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 students groups.	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 all meetings and planning sessions; tracks progress against benchmarks to monitor, track, and review progress, and adjusts strategies.	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 schools-and implements a limited number of strategies to reach low-performing student groups.	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 uses multiple measures of crend data to validate a pattern of goal attainment and student performance, growth and closing of achievement gaps.	Principal uses multiple measures to validate student academic growth to identify targeted reduction in student achievement gaps.	Principal uses multiple measures to indicate student growth but growth does not meet the established school-wide achievement goals.	Principal demonstrates a pattern of little to no student growth and fails to indicate a pattern of reducing achievement gaps.
			3A Score:
• School Improvement Plan			
•	als at the school, classroom, grade, subjec	t, subgroup, and student level are clear,	rigorous, and based on Minnesota
<ul> <li>Disaggregated student data ( student work analysis)</li> </ul>	observations and artifacts; analysis of data	a, RtI data and team minutes, formative	and summative assessments analysis,
<ul> <li>Student dropout rate</li> </ul>			
<ul> <li>Teacher retention data</li> </ul>			
<ul> <li>Development and communic</li> </ul>	ation of goal-orientated personalized edu	cation 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

# Performance Measure #3: Manages Human Resources for Quality Instruction and Professional Growth

Indicator 3B: Provides timely, appropriate and 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)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
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; allocates regular time for whole group and individual staff develop- ment and learning activities.	Principal creates multiple structures for teacher learning including large group professional development, grade level and content team specific development; aligned with curricular, instructional, and assessment needs; dedicates staff time for school's professional development activities.	Principal relies on whole group professional development sessions including trainings on how data should be used, with some specific supports.	Principal does not offer professional development and support that is timely, relevant or differentiated.
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 ensures that effective teacher learning teams use student learning data and student work to advance student outcomes.	Principal introduces common learning team structures and expectations for teacher teams.	Principal does not create consistent teacher learning team structures.
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 uses multiple data sources to drive instructional decisions, prioritize school wide areas of improvement and to identify a few targeted school wide strategies for instructional improvement.	Principal uses a few data sources to drive instructional direction and uses data appropriately to identify school wide areas of improvement.	Principal uses data inconsistently and/or is not clear how to use data to drive instructional strategies or practices.

Principal supports and develops staff	Principal uses multiple sources of	Principal supports staff in using data	Principal is unable to lead staff
ability to analyze data to identify and	data to drive instructional decisions	to identify/prioritize needs; data is	through continuous data review or
prioritize student learning needs,	and uses data appropriately to	used to drive school-wide practices.	lacks consistency in implementation.
guide grouping, re-teaching, and to	identify/prioritize school wide areas		
identify/prioritize needs and for	of improvement; data is routinely		
continuous improvement; build staff	used to identify and adjust school-		
capacity to use data in determining	wide priorities and to drive		
team and individual goals.	instructional decisions, teaching		
	plans and changes in practice for		
	individual teachers.		
			3B Score:

- 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 show multiple sources of information are used 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 meet 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; identifies remediation plans that reflect student and staff developmental needs
- School visits reveal strong staff commitment to shared professional development in pursuit of student learning goals
- School visits reveal 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 show that analysis of student learning needs informs professional development planning, and that the success of professional development programs is measured by student progress
- 360 degree 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 that promotes highly qualified and effective staff.

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
Principal continuously searches for staff with outstanding potential as educators and provides the best placement of both new and existing staff to fully benefit from their strengths in meeting the needs of a diverse student population.	Principal actively uses professional organizations and established networks to recruit staff.	Principal utilizes the district's identified structures in place for recruitment.	Principal does not use a recruitment process.
Principal implements clear selection criteria and strategically assess and places teachers based on school and student need in grade level and content areas to create a balanced team with a multiple level of strengths and knowledge.	Principal has clear and articulated selection criteria in place and assesses staff skills to place teachers based on school and student need in grade level and content areas.	Principal has selection criteria and articulates the intention of selecting staff based on grade and content needs.	Principal has no selection criteria and lacks transparency in determining teacher selection process.
Principal implements a system for consistent support and follow-up so that new staff and teachers identified for improvement that includes feedback from a master teacher or member of the leadership team that supports continuous improvement and professional growth.	Principal has a system for each new teacher and teachers identified for improvement to assess strengths and weaknesses and to identify specific supports needed to improve; provides differentiated supports through mentors/coaches, teacher leaders or leadership team members.	Principal ensures all new teachers and all teachers with identified needs are mentored/coached by highly skilled peers to provide support for individual growth and improvement.	Principal does not provide a formalized structure for supporting new teachers or teachers with identified improvement needs.

Principal uses multiple data sets	Principal identifies effective teachers	Principal implements a formal	Principal has no clear selection,
including teacher evaluations,	and moves them into leadership	retention process that uses teacher	recruitment, induction or retention
surveys and student data to inform a	roles; implements a formal retention	evaluations and student achievement	plan place.
formal retention and improvement	strategy that recognizes effective	data to determine teachers to be	
process that creates opportunities for	staff through performance evaluation	retained, needing improvement or to	
growth and development including	and gives retention offers based on	be removed.	
opportunities for staff to assume	effectiveness and student		
additional leadership roles.	performance and uses a peer		
	assistance model to improve		
	performance of marginal staff		

<b>3C</b>	Score:	

- District/school has intentional recruitment and selection process in place 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
- School visits reveal a system for regular reviews of progress with staff members, especially those on remediation plans
- Records show that ineffective staff are dismissed after given a fair opportunity to improve
- Records show that tenure and retention decisions are based on clear assessments of effectiveness
- School human resource records show that vacancies are identified and recruitment begun as early as possible, given district procedures
- Retention data show appropriate differential staff retention, based on effectiveness, and do not show inappropriate patterns of highly effective teachers leaving the school or ineffective teachers being retained
- School visits reveal a system for regular reviews of progress with staff members, especially those on remediation plans
- Records show 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)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
and	and	and	and
Principal implements systems for coaching and professional development that ensure all instructional staff uses best practices such as learning teams, differentiating instruction, analyzing student work, monitoring student progress and redesigning instructional practices and programs based on improving student results.	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, analyzing student work, monitoring student progress, and redesigning instructional practices and programs based on improving student results.	Principal supports some coaching and professional development to assist instructional staff in using best practices such as learning teams, differentiating instruction, analyzing student work, monitoring student progress and redesigning instructional practices to improve student results.	Principal provides little or ineffective coaching and professional development to assist instructional staff in improving instruction.
Principal ensures that systems for observations occur multiple times a year with staff getting regular, consistent, and actionable feedback that is specific to each individual's development plan from multiple observers.	Principal provides frequent and regular observations and actionable feedback and/or has systems in place so that staff receives specific formal and informal feedback from multiple observers.	Principal adheres to and completes required observations, but does not differentiate frequency of observation or feedback based on teacher skill and/or need.	Principal's observations are infrequent and inconsistent; feedback is vague and general.
Principal implements a teacher observation system for all staff that consistently monitors performance and establishes individual growth plans focused on improvement and professional growth.	Principal differentiates walkthrough and observation protocols based on teacher and student needs.	Principal implements a consistent instructional walkthrough and observation approach for all teachers that include regular formal and informal observations.	Principal observations and walk- throughs are inconsistent or not in place for all teachers.
Principal observation and evaluation systems hold all staff accountable for student outcomes.	Principal conducts all required evaluations and observations are conducted timely, thoroughly and meaningfully focused on professional growth and improvement.	Principal ensures evaluations and observations are in compliance with district policy.	Principal has significant lapses in evaluation and observation process.

development includes coaching and meets the diverse learning needs of all staff in order to attain student learning goals.	development includes coaching and meets diverse learning needs and assists in meeting student learning goals.	development includes coaching.	development that is not high quality or tailored to meet educators' needs and student learning goals.
			3D Score:

- 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 goals setting worksheets
- School visits and classroom observations show 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 show that teachers differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results
- Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals
- Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals
- Staff developmental growth plans are clear and based on student needs
- School visits show that school-based training and development addresses student learning goals and challenges, as well as the identified developmental needs of staff
- Staff surveys meet district or school targets for staff beliefs that staff are developed in accordance with their needs and the needs of students
- 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 or removal of underperforming staff members.

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
Principal completes all aspects of a rigorous evaluation process that includes goal setting, mid-year 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 implements an evaluation process that includes annual goal setting, mid-year formative and summative ratings based on observations and student outcome results; communicates clear and transparent evaluation processes.	Principal implements and communicates an evaluation process that includes observation and student outcome data.	Principal does not have a clear or consistent evaluation processes; does not complete evaluations for staff.
Principal conducts evaluation and observations aligned to district/state and contract provisions in a transparent, timely and thorough manner that hold staff accountable for student outcomes.	Principal completes required evaluations and observations transparently and on time and thoroughly and in compliance with district/state and contract provisions.	Principal conducts most evaluations and observations on time and in compliance with district policy.	Principal has significant lapses in the evaluation and observation process.
Principal facilitates the development of and monitors the implementation of individualized professional growth plans for staff to increase teacher effectiveness and improve student learning.	Principal monitors the implementation of professional growth plans, provides support in meeting goals and provides feedback to improve performance.	Principal provides identified staff the opportunity to develop and professional growth plan to improve performance.	Principal does not provide staff the opportunity to develop professional growth plans to improve performance.

Principal analyzes the results of multiple measures including surveys, student assessment outcomes, learning climate, quality of instruction and planning; teacher and staff evaluations results are used in planning and delivering professional development, identify remediation steps for identified staff and to determine staff who will not be retained.

Principal uses multiple measures of student growth to evaluate teachers and other staff members in a fair and equitable manner and uses the results to improve instructional practice, determine remediation for identified staff and identify staff who will not be retained.

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 who will not be retained.

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

3E	Score:	

- Use of multiple measures to evaluate teacher effectiveness such as assessment of student outcomes, learning environment, quality of instruction, planning and professional development
- Records show that ineffective staff are dismissed after given a fair opportunity to improve
- Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals
- Staff developmental plans are clear and based on student needs
- School visits show that school-based training and development addresses student learning goals and challenges, as well as the identified developmental needs of staff
- Staff surveys meet district or school targets for staff beliefs that staff are developed in accordance with their needs and the needs of students
- 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 goals setting worksheets
- School visits and classroom observations show 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 show that teachers differentiate instruction, analyze student work, monitor student progress and redesign instructional programs based on student results
- Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals

•	Other:	<b>/</b>	
•	Other:		

# Performance Measure #3: Manages Human Resources for Quality Instruction and Professional Growth **Indicator 3F:** Other as determined locally. PROFICENT (2) **DISTINGUISHED (4) ACCOMPLISHED (3) UNSATISFACTORY (1)** . . . and . . . and . . . and 3F Score: \_\_\_\_\_ **Possible Sources of Evidence:** Other: \_\_\_\_\_ • Other: \_\_\_\_\_



## **Performance Measure #4**

## Performance Measure #4: Builds Professional & 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)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
Principal translates the school values into specific age-appropriate behaviors and ensures that all staff and students learn the expected behaviors; builds staff and student capacity to deliver clear and consistent messaging about the values and behaviors to all students and stakeholders.	Principal translates the school values into specific behaviors and ensures that all staff and students learn the expected behaviors; ensures staff delivers clear and consistent messaging about the values and behaviors to students.	Principal translates the school values into specific behaviors and works to ensure that all students learn expected behaviors.	Principal does not make values or behavioral expectations clear to staff or students.
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 actively models and implements strategies to promote a sense of well-being among staff, students and parents/guardians.	Principal identifies strategies for developing a sense of well-being among staff, students and parents/guardians.	Principal lacks understanding of the importance of developing a sense of well-being among staff, students and parents/guardians.
Principal creatively employs an awareness of staff's professional needs, the 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 builds systems and relationships that utilize the staff's and community's diversity, ideological differences and expertise through shared decision-making in developing school's goals and action plans.	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's goals and plans.	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.

	<u> </u>		4A Score:
stakeholder groups.			
relationships among and between all	groups.	to establish or enhance relationships.	
relationships and supports positive	between a variety of stakeholder	relationships is important and works	positive relationships that exist.
capacity to establish trusting	trusting relationships among and	building and maintaining	relationships and/or undermines
Principal develops school-wide	Principal enhances and maintains	Principal articulates a belief that	Principal does not develop positive

- Building climate survey results
- Community partnerships
- Conflict resolution protocol
- 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 meet school or district targets for reported effectiveness of school improvement, communication, and/or change management strategies
- 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 reflect 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 not4s, agendas, action plans
- Professional development plan

•	Other:		<u> </u>
•	Other:		

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

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
and	and	and	
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; uses every challenge as an opportunity to learn and develop themselves and their staff.	Principal demonstrates personal resolve and maintains staff focus on student achievement goals and demonstrates persistence in staff in the face of challenges.	Principal demonstrates resolve and focuses on student achievement goals in the face of challenges.	Principal does not demonstrate personal resolve or maintain staff focus on student achievement goals and does not constructively respond to challenges.
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 upholds the foundations of mutual respect for all stakeholders and meets all legal requirements for work relationships; takes swift appropriate actions when inappropriate conduct is reported or observed.	Principal meets all legal requirements for work relationships; takes action when inappropriate conduct is reported or observed.	Principal does not treat and/or ensure that all stakeholders are treated respectfully and does not meet all legal requirements for work relationships; does not take appropriate actions when inappropriate conduct is reported or observed.
Principal creates leadership growth opportunities – with increasing levels of autonomy – for staff, students, parents and community members.	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 matches leadership responsibilities to the talents of individual staff.	Principal provides minimal or no support to members of school's leadership team; members of the leadership team are unclear about their roles.
Principal plans and leads community initiatives and opportunities that support building goals and impact student learning.	Principal establishes and sustains school-community partnerships to support student achievement and collaborates with community groups to identify resources and solutions.	Principal represents the school at community functions and advisory groups and uses community-based resources to increase student achievement.	Principal fails to engage in productive school-community partnerships, or engages in partnerships that do not align to the school goals.
			4B Score:

- Teacher retention data.
- o Evidence of visibility and accessibility.
- o Evidence of shared decision-making and distributed leadership.
- o Teacher, student, and family involvement and leadership in the work of the school reflect the school's demographics.
- o Multi-lingual newsletters and other school communications.
- o Involvement in professional associations.
- A fair and equitable student discipline policy.
- o Description of structures that are in place to promote collegiality and collaboration.
- o Professional Learning Community and learning team meeting not4s, agendas, action plans
- o Professional development plan

0	Other:			
0	Other:			

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

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)		
Principal adapts his/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 directly addresses staff emotions that occur during a change process, is supportive of staff, and models persistence and well-being of the staff.	Principal is responsive to changing staff emotions and works towards the well-being of the staff.	The principal is unable to constructively respond to challenges, and does not appear to understand the importance of building a sense of efficacy, empowerment, and wellbeing of staff.  Principal does not demonstrate personal resolve or maintain staff focus on student achievement goals and does not constructively respond to challenges.		
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; uses every challenge as an opportunity to learn and develop themselves and their staff.	Principal demonstrates personal resolve and maintains staff focus on student achievement goals and demonstrates persistence for the staff in the face of challenges.	Principal sometimes demonstrates resolve, but may lose focus or make concessions on student achievement goals in the face of persistent challenges.			
Principal resolves conflicts in a collaborative manner that result in the best interest of students and the school.	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 meets with staff to discuss and implement solutions of potential conflicts.	Principal excludes staff from determining solutions to potential conflicts.		

Principal builds the capacity of other leaders within the school to address areas of underperformance with individuals, teams and staff; models how to conduct difficult conversations with individuals, teams, and staff based on student, team and teacher performance data. Principal routinely and consistently addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary.

Principal address some areas of underperformance of staff and/or may only address concerns to a subset of the staff; holds conversations on improving and enhancing student learning results with individuals.

Principal does not address-areas of underperformance with staff members; does not hold conversations on improving and enhancing student learning results.

40	Score:	
41	ACULE.	
-	JCOI C.	

- 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:		
	Otherm		

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

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)		
and	and	and	and		
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 utilizes a system of open communication that provides for the timely, responsible sharing of information within the school community; provides information in different formats in multiple ways through different media in order to ensure communication with all members of the community.	Principal designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community; routinely involves key stakeholders in school wide communications processes.	Principal does not demonstrate the Importance of open, effective communication in the operation of the school.		
Principal routinely and strategically partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning.	Principal builds partnerships with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning.	Principal invites family and community members to develop and evaluate programs, services, and staff outreach to improve student learning.	Principal rarely and/or ineffectively partners with families and community members to develop and evaluate programs, services and staff outreach.		
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 actively recruits and uses parents and community volunteers; creates a school culture in which staff are accessible and approachable to families and community.	Principal regularly practices two-way communication with parents about student progress and available school services to meet student needs.	Principal does not communicate with families; families and community members do not feel welcome; and families are not sure what their children are learning.		
Principal communicates effectively with all stakeholders, including listening actively and connecting conversations and meetings to school goals and values.	Principal balances appropriate communication strategies for diverse constituents and contexts; selects appropriate facilitation and leadership strategies in all settings.	Principal communicates clearly for most audiences, but may have difficulty differentiating message for all stakeholders; may not always demonstrate active listening skills	Principal is unable to tailor message to the audience; creates a climate of fear where dissenting voices are not welcomed		

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Principal ensures all written and web- based communications is exceptionally well written and clear.	Principal communicates with stakeholders bi-monthly through written and web-based communication that is clearly written	Principal does not ensure all written and web-based communication is clear or error free.						
	and error free.	communication that is clearly written and error free.						
			4D Score:					
Possible Sources of Evidence:								
<ul> <li>Plans for internal and external</li> </ul>	communications.							
<ul> <li>Documentation and understar</li> </ul>	Documentation and understanding of individual and group behavior in normal and stressful situations.							
<ul> <li>Teamwork; initiatives/agenda</li> </ul>								
<ul> <li>Documentation of understanding of conflict resolution and problem-solving strategies.</li> </ul>								

•	School website, mass e-mail/social media,	newsletters, and	other examples o	f direct cor	mmunication with f	amilie	es and community	stakeholders.
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Examples of speaking, listening, and writing for different audiences (students, teachers, parents, community and other stakeholders

•	Other:			 
•	Other:			

Examples of appropriate communication technology.

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)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
Principal proactively develops relationships and establishes processes with parents/guardians and the community so as to develop good will and garner fiscal, intellectual and human resources that support specific aspects of the school's learning agenda.	Principal implements processes that empower parents/guardians and all community stakeholders in making significant decisions and shared responsibility In the work of the school.	Principal engages parents/ guardians and all community stakeholders in a shared responsibility for student and school success.	Principal makes no attempt to interact with, and/or acknowledges parents/guardians and community members in critical roles in developing community engagement, support and ownership of the school.
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 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 involves parents, the community, and staff members in decisions about school governance, curriculum, and instruction.	Principal does not seek input from a variety of stakeholder groups, including teachers and parents.
Principal establishes processes to assist staff, students, and families in the change process to share feelings-and supports the community while describing the future; 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 directly addresses and assists stakeholders to understand and navigate the change process balances the need to make change within the school quickly while supporting the staffs' ability to learn and develop new skills.	Principal articulates that change will raise emotions and attempts to support staff in the change process, remains focused on school goals when confronting and supporting staff in the values, beliefs, assumptions, and/or habits of behavior that may not match the school vision.	Principal does not recognize the role that the change process will have on the school community; does not support staff in changing staff 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	Principal examines, addresses and changes any school structures or school practices that limit the	Principal demonstrates knowledge about diversity and it's impact on student learning.	Principal demonstrates limited awareness of the impact of diversity on student learning.

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diverse community that leads to greater community involvement and	participation of groups of students and families and/or does not build		
higher levels of student learning.	upon diversity in plans to increase		
	student learning.		
			4E Score:
Possible Sources of Evidence:			
<ul> <li>Family surveys meet district-</li> </ul>	or school-established targets for understa	nding and support of stude	nt learning goals
<ul> <li>Family participation rates for</li> </ul>	specific events meet district or school targ	ets	
<ul> <li>School visits show strong evid</li> </ul>	lence of family outreach and family preser	ce and participation in the	school
<ul> <li>School visits show family and</li> </ul>	community participation on school impro	rement teams	
<ul> <li>Family and community members</li> </ul>	ers provide tangible and intangible suppo	t of school goals	
<ul> <li>School Improvement Plan</li> </ul>			
<ul> <li>Formative and summative evaluation</li> </ul>	aluation data		
<ul> <li>Professional learning activitie</li> </ul>	s that build staff capacity to support diver	e populations	
<ul> <li>Parent involvement in School</li> </ul>	Improvement Team.		
<ul> <li>PTSA/Booster club operation</li> </ul>	·		
<ul> <li>Parent survey results.</li> </ul>			

- 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:

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)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
and	and	and	and
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 ensures compliance with federal, state and district mandates and updates protocols and processes in place.	Principal designs protocols and processes to comply with federal, state and district mandates.	Principal does not demonstrate knowledge of applicable federal, state and district mandates.
Principal actively participates in the development of district goals and initiatives directed at improving student achievement.	Principal aligns school plans with district initiatives and continually assesses and reports results to district-level decision-makers.	Principal implements district initiatives directed at improving student achievement.	Principal Is aware of district goals and initiatives directed at improving student achievement.
Principal systematically monitors issues around compliance with expectations, structures, rules and expectations; utilizes staff and student input to resolve such issues.	Principal communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.	Principal collaborates with the key stakeholders in developing clear expectations, structures, rules and procedures for students and staff.	Principal does not demonstrate understanding of the importance of setting clear expectations, structures, rules and procedures for students and staff.
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 which contribute to policies that influence student achievement.	Principal acts to influence local, district, state and national decisions affecting student learning.	Principal engages in discussion with the school community about federal, state, and local laws, policies, regulations and statutory requir3ements.	Principal fails to respond to political, social, and cultural needs of stakeholders.
and a second a second s		1	4F Score:

- Building expectations / rules posted
- Student, faculty, substitute, and teacher handbook
- Crisis plan
- Staff memos agendas
- Fire marshal reports/fire and disaster drill records
- Insurance audit of building
- Regular meetings with maintenance staff; save agendas of those meetings
- 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/walk through
- Student (new and incoming) orientation documents
- Budget management procedures collaboration (dates and documents)
- In-service of new staff members (agendas)
- Hiring rubric/questions
- Building leadership team minutes
- Staff meeting agendas
- Student safety survey data results

•	Other:	`			

# Performance Measure #4: Builds Professional & Ethical Relationships Through Collaboration and Effective Communication Indicator 4G: Other as determined locally. **ACCOMPLISHED (3)** PROFICENT (2) **UNSATISFACTORY (1) DISTINGUISHED (4)** . . . and . . . and . . . and 4G Score: \_\_\_\_\_ **Possible Sources of Evidence:** Other: \_\_\_\_



## Performance Measure # 5

# Performance Measure #5: Strategically Manages Resources for Systemic Performance Accountability

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

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
Principal has fully implemented a collaborative leadership structure in which multiple stakeholders are represented and participants assume leadership and accountability in areas of both instruction and school operations.	rincipal delegates tasks with orresponding levels of authority for instructional and management tructures and practices.  Principal seeks input from a variety or 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 fails to distribute leadership opportunities or decision-making authority.
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 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.	Principal seeks opportunities to build teacher efficacy and leadership capacity among staff.	Principal fails to build teacher efficacy.
Principal designs management structures and operational processes that distribute leadership and decision-making authority and result in continuous improvement.	Based on implementation and assessment, principal creates new management structures and operational processes that result in improved efficiency.	Principal appropriately implements and accurately assesses management structures and operational processes.	Principal does not address management structures or operational processes.
	l	l	5A Score:

- 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 0
- Principal written communications—memos, newsletters, website
- Professional development materials
- Other: \_\_\_\_\_\_
  Other: \_\_\_\_\_

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)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
Principal finds creative ways to	Principal maximizes instructional	and  Principal protects instructional time	Principal has not created processes to
support instructional time for students beyond the traditional school day; systematically monitors the effect of the school schedule on collaborative planning and student achievement.	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.	from interruptions and ensures planning time is focused on teaching and learning; ensures that teachers have required amounts of daily planning and lunch periods.  Principal is knowledgeable of designs for age-appropriate school schedules which address the learning needs of diverse student populations.	maximize appropriate use of instructional time, allows interruptions during instructional time, and fails to monitor teacher planning and collaboration time.
Principal ensures that students are provided opportunities to learn and utilize best practices in the integrated use of 21 <sup>st</sup> century instructional tools, including technology, to solve problems.	Principal includes integration of 21 <sup>st</sup> century instructional tools, including technology, in instructional expectations and provides learning experiences for staff that support technology's role in students' learning experiences.	Principal provides students and staff access to a variety of 21 <sup>st</sup> century instructional tools, including technology.	Principal does not address technology as a tool for achieving goals.
Principal systematically challenges the status quo by leading change with beneficial outcomes for the organization's performance.	Principal routinely and systematically communicates the impacts of change processes to all stakeholders.	Principal is comfortable and effective managing and leading major changes that improve organizational performance.	Principal employs ineffective management and leadership strategies for managing and improving organizational

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			performance.
Principal creates cultural conditions in which staff initiate continuous improvements and assume leadership in improvement initiatives.	Principal impacts cultural conditions by modeling continuous improvement, discussing current results, and implementing new processes that result in improvements.	Principal assesses and diagnoses the current school culture to determine which aspects support continuous improvement.	Principal does not address cultural conditions that support continuous improvement.
Principal creates an organizational culture in which students and staff recognize and celebrate peer successes and achievements that support organizational change.	Principal schedules and communicates opportunities to recognize student and staff successes and achievements that support organizational change.	Principal employs strategies to support organizational change by recognizing student and staff successes and achievements.	Principal fails to recognize student and staff success or achievements.
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 plans leadership and change processes using research concerning organizational change processes and how individuals experience the change process; supports staff as they move through changes in organizational practices.	Principal manages change processes using research about leadership and organizational change processes.	Principal does not apply research concerning management strategies and organizational change processes. Past experience is the primary source of information for planning.
Principal frequently and intentionally collects data including demographic and programmatic data to inform organizational decisions and reflect on leadership strategies.	Principal uses various forms of student achievement data to inform organizational decisions.	Principal uses limited sources of data to inform organizational decisions.	Principal fails to use data to inform organizational decisions.
			5B Score:

- 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

0	Other:		
0	Other:		



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)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
Principal frequently reviews and revises expectations, structures, rules, and procedures for students and staff based on appropriate data.	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 effectively implements policies and laws related to student safety and conduct; 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 fails to consistently implement policies and laws related to student safety and conduct; fails to implement clear expectations, structures, rules, and procedures for students and staff.
Principal ensures themes of respect, caring, and safety are taught, reinforced, celebrated, and publicized in classrooms and the school.	Principal develops student and faculty responsibility for reinforcing positive behaviors in the school that support established norms of respect, caring, and safety.	Principal establishes norms of respect, caring, and safety in the school; confronts behaviors that violate norms of respect, caring, and safety.	Principal establishes a school environment that focuses on maintaining order.
Principal resolves conflicts to ensure the best interests of students, staff, and the school result.	Principal resolves school-based problems in a fair, democratic way; discusses with staff and implements solutions to address potentially discordant issues.	Principal demonstrates awareness of and creates processes to resolve potential problems and areas of conflict within the school.	Principal lacks awareness of potential problems and areas of conflict within the school.
			5C Score:

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

0	Other:				6
			 	 	_

O Other:

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

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)				
Principal engages staff in procuring additional resources by writing grants and developing partnerships to support learning.	Principal collaboratively develops a plan for resource allocation aligned to student and staff needs and communicates the plan to stakeholders; procures additional resources for the school to support student and staff learning.	Principal effectively implements district rules and procedures for resource allocation, management, and procurement; allocates resources to support student and staff learning.	Principal is unable to manage resources in an effective manner and exceeds resources.				
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 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 maintains operational systems in areas of physical safety, legal requirements, fiscal resources, daily operations, and maintenance of facility, materials, and technology 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 ensures that resources are not diverted to competing issues.  Principal works with staff to identify a small number of high-priority goals and plan resource allocation and operational systems based on those goals.		Principal identifies a small number of goals and prioritizes goals when allocating resources and creating operational systems.	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.				
	5D Score:						

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

0	Other:		
0	Other:		

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

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)			
and	and	and				
Principal engages staff in procuring additional financial resources by writing grants and developing partnerships to support learning.	Principal collaboratively develops a plan for financial resource allocation aligned to student and staff needs and communicates the plan to stakeholders.	Principal ensures the strategic allocation and equitable use of financial resources to meet student and staff needs.	Principal is unable to allocate financial resources in an effective manner and exceeds budgets.			
	Principal procures additional financial resources for the school to support student and staff learning.	Principal allocates funds based on student needs within federal, state, and district rules.				
Principal incorporates input from a school leadership team that includes parent and community membership in budget decisions.	Principal utilizes input from staff to establish budget priorities and a balanced operational budget for school programs and activities.	Principal is knowledgeable of and implements school budget and accounting procedures.	Principal does not establish a school budget or monitor financial records.			
	Principal designs transparent systems to budget and manage school financial resources.	Principal uses feedback and data to assess the success of budget and accounting procedures.				
Principal ensures that financial resources are not diverted to competing issues.	Principal works with staff to identify a small number of high-priority goals and budget financial resources based on those goals.	Principal identifies a small number of goals and prioritizes goals when budgeting financial 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 financial resources to accomplish goals.			
			5E Score:			

- 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

0	Other:		
$\circ$	Othor		

# Indicator 5F: Other as determined locally

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
and	and	and	
			5F Score:

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- Other
- Other

