

School ADvance(tm) Principal Evaluation Summary Rubric

Rubric ID = 7622

Domain 1: Results				
Student, Teacher, and School Results Factors				
Teacher Results, Based on Student Results Characteristic				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Teacher Results, Based on Student Results Characteristic		Shows improvement in the percentage of teachers whose students meet established student achievement targets on specified assessments; and/or	Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets on specified assessments; and/or	Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets on specified assessments; and/or
Student Results Characteristic				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Student Results Characteristic		Shows improvement in the percentage of building students who meet established student achievement targets on specified assessments; and/or	Meets established goal(s) for the percentage of building students who meet student achievement targets on specified assessments; and/or	Exceeds the established goal(s) for the percentage of building students who meet student achievement targets on specified assessments; and/or
Student Results Item: Achievement Gaps Characteristic				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Student Results Item: Achievement Gaps Characteristic		Shows improvement in reducing the size of identified student achievement gaps for sub-groups of students on specified assessments; and/or	Meets established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments; and/or	Exceeds established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments; and/or
School Results Item: Improved School Programs and Process Characteristic				

Element	Ineffective	Minimally Effective	Effective	Highly Effective
School Results Item: Improved School Programs and Process Characteristic		Shows improvement on identified school process and program improvement targets based on the school's improvement plan	Meets established annual school process and program improvement targets based on the school's improvement plan	Exceeds established annual school process and program improvement targets based on the school's improvement plan

Domain 2: Leadership

Vision for Learning and Achievement Factors

Personal Vision Characteristics

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Personal Vision Characteristics		Maintains and communicates an informed vision of success for all students	<i>And advances his/her personal vision in ways that honors and celebrates diversity and the worth of every individual</i>	<i>And sets both example and expectation for treating all persons with civility, respect, and dignity</i>

Shared Vision Characteristics

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Shared Vision Characteristics		Works with staff, students, parents, and community to build a shared vision of learning for all students	<i>And enlists staff, students, and parents in working on and regularly updating the shared vision based on current information</i>	<i>And monitors progress, aligns resources, and fosters innovation to achieve the shared vision based on valid measures of success</i>

Leadership Work and Behavior Factors

Informed Characteristics

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Informed Characteristics		Uses valid data, information, and research to inform goals, strategies, and practices	<i>And guides staff to use multiple sources of data, information and research to inform goals, strategies, and practices</i>	<i>And works with staff to use data, information, and research to set priorities, evaluate school Programs, and</i>

				<i>collaborate for improved results</i>
Strategic and Systemic Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Strategic and Systemic Characteristics		Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school	<i>And works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals</i>	<i>And works with staff, students and parents to link school priorities and strategies into a systemic plan to achieve school and district goals</i>
Fair, Legal, Honest, Ethical and Professional Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Fair, Legal, Honest, Ethical and Professional Characteristics		Conducts his/her work in a fair, legal, and ethical manner	<i>And, holds school personnel accountable for fair, legal, and ethical conduct</i>	<i>And contributes to policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct</i>
Resilient Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Resilient Characteristics		Maintains effective personal work habits, is reliable and consistent in fulfilling responsibilities, and renews personal commitment	<i>And models and sets expectations for staff to use habits of reflective practice, personal growth and renewal, reliability and consistency</i>	<i>And establishes school routines that support and recognize habits of reflective practice, self-assessment, and personal renewal</i>

Domain 3: Programs				
High Quality/Fidelity/Reliability Instructional Program Factors				
Curriculum Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective

Curriculum Characteristics		Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction	<i>And ensures that staff communicates curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core curriculum standards and differentiate instruction to meet the needs of all students.</i>	<i>And assists staff in interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the curriculum relevant for all students and understood by all parents</i>
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Instruction Characteristics

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Instruction Characteristics		Has a working knowledge of effective instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs	<i>And assists staff in developing a repertoire of research based instructional practices that support active student learning, differentiation, and tiered interventions where needed to meet student needs</i>	<i>And establishes school processes and routines that engage teachers in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies to meet the needs of all students</i>

Assessment Characteristics

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Assessment Characteristics		Has a working knowledge of assessment practices and instruments and works with staff to follow ethical, legal and valid practices in using data to communicate about student progress	<i>And provides training and support for staff to become assessment literate and competent in analyzing and interpreting assessment results to communicate student progress, set learning goals, and make decisions that affect students</i>	<i>And works with staff to establish building and district systems, processes, policies, training, and shared leadership for effective assessment and feedback practices</i>

Safe, Effective, Efficient School Operations Factors

Policies Laws, and Procedures Characteristics

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Policies Laws, and Procedures Characteristics		Maintains current knowledge and acts in accordance with State and federal laws, school safety practices, employee contracts, and district policies.	<i>And informs and holds staff accountable for adherence to State and federal laws, school safety practices, employee contracts and district policies</i>	<i>And monitors, evaluates, and improves school routines and processes to better align and support legal, safe, and ethical, school operations and to develop positive employee relations</i>

Systems, Processes, and Procedures Characteristics

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Systems, Processes, and Procedures Characteristics		Follows district and establishes school systems, processes and procedures that guide the operation of the school	<i>And ensures that staff and student, understand, follow, and evaluate the systems, processes, and procedures of the school and district</i>	<i>And works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes, and procedures</i>

Allocation and Management of Resources Characteristics

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Allocation and Management of Resources Characteristics		Establishes procedures for and regularly monitors the school's fiscal management and financial status	<i>And communicates with staff about the school's financial status and develops processes for aligning and realigning resources to support school goals</i>	<i>And communicates and collaborates with staff, central office and stakeholders about the school's financial status and securing resources to achieve school goals</i>

Domain 4: Processes

Community Building Factors

Relationships Characteristics

Element	Ineffective	Minimally Effective	Effective	Highly Effective
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Relationships Characteristics		Forms relationships with staff, students, families and the broader school community	<i>And, is involved in the community as an advocate for the schools and regularly assesses and ensures that the school responds to the needs of a diverse school community</i>	<i>And, works with the community to form partnerships, coordinate services, seek out resources and support, and advocate for the school</i>
Inclusion Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Inclusion Characteristics		Welcomes and invites parents and members of the diverse community to be involved with the school	<i>And responds to concerns of students, parents, and community involving them in ways that are meaningful and relevant</i>	<i>And ensures all segments of the community are included, involved, respected, and valued</i>
Communications Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Communications Characteristics		Communicates regularly with internal and external stakeholders about student achievement	<i>And uses a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school</i>	<i>And establishes a regular system of two-way communication with parents, community, and media, while involving parents in their child's education</i>
Evidenced Based and Data Informed Decision Making Factors				
Collaborative Inquiry Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Collaborative Inquiry Characteristics		Creates school routines to examine and question student and school results	<i>And establishes and works with staff teams to challenge assumptions, raise questions and interpret multiple sources of student results to create evidence based instructional plans</i>	<i>And trains teachers to lead collaborative inquiry, assist colleagues in developing evidence based goals and strategies, and disseminate successful improvement work</i>

Systematic Use of Multiple Data Sources Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Systematic Use of Multiple Data Sources Characteristics		Works with staff to use multiple forms of student (including sub-group data) and school data to identify school improvement goals	<i>And works with staff to analyze multiple year student (including sub-group data) and school data trends and select evidence based strategies to achieve the school improvement goals</i>	<i>And works with staff to deepen student and school data analysis with triangulated data points, sub-scores, etc. to evaluate and revise school improvement goals and strategies</i>

Data Systems Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Data Systems Characteristics		Is knowledgeable about and sets clear expectations for staff use of the school's data systems	<i>And ensures that staff are knowledgeable and monitored in their use of the school's data systems for classroom assessment and progress monitoring</i>	<i>And provides staff training and support to use the school's data system for collecting, analyzing and interpreting multiple forms of data for progress and performance monitoring</i>

Domain 5: Systems				
Technology Integration and Competence Factors				
Personal Use of Technology Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Personal Use of Technology Characteristics		Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications	<i>And models personal use of technology, participates in electronic learning communities, and makes creative use of technology to enhance communications and accomplishment of job responsibilities</i>	<i>And learns and uses emerging technologies to increase productivity, develop leadership, and expand staff use of technology</i>

Learning and Teaching with Technology Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Learning and Teaching with Technology Characteristics		Ensures that staff have the necessary training, support, direction, and monitoring to make effective use of technology for communications and routine job responsibilities	<i>And assists staff in exploring new uses for instructional technology, ensuring that technology is integrated into school plans for improving, curriculum management, instruction, and assessment</i>	<i>And provides leadership, advocacy, and creative solutions for school and district level use of technology to improve parent and community involvement, expand student learning opportunity, improve the monitoring and communication of student progress and adapt the teaching and learning environment for better student results</i>
Leadership for Technology Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Leadership for Technology Characteristics		Builds a shared vision with staff and parents for using technology to enhance classroom instruction and improve student results	<i>And works with staff to identify evidence based technology practices that improve instruction, extend learning opportunity and foster student and parent engagement in the learning process</i>	<i>And provides leadership for district policies and practices that encourage and recognize staff initiative and innovative use of technology to improve student results</i>
Human Capacity Development Factors				
Professional Development Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Professional Development Characteristics		Develops a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance evaluation and/or staff induction, mentoring,	<i>And establishes processes for self and staff to refine personal growth plans with data and research, while engaging in professional learning and performance evaluation</i>	<i>And works with staff to evaluate the school's professional learning culture and the impact of internal and external professional learning on student results</i>

		and coaching systems		
Leadership Development Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Leadership Development Characteristics		Involves staff in school decision making processes and recognizes staff leadership	<i>And helps staff build a culture where they share responsibility and leadership for day-to-day operations, student and school success, professional learning, and involvement of students, parents and community in the work of the school</i>	<i>And identifies, develops, and supports staff, student and parent leaders with the training, mentoring, coaching needed to carry out meaningful leadership roles in the school</i>
Performance Evaluation Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Performance Evaluation Characteristics		Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback and development of personal growth or individual development plans (IDP)	<i>And works to improve his/her personnel evaluation skills and strategies, increase staff understanding and participation in their own performance evaluations, and use performance evaluation to achieve improved student results</i>	<i>And involves staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the performance evaluation process</i>
Productivity Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Productivity Characteristics		Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work	<i>And makes evidence based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes</i>	<i>And differentiates and adapts staff roles and responsibilities to achieve the goals of the school using staff, student, and parent feedback to evaluate/improve school routines to increase productivity</i>

