

**Central Valley School District  
Principal Evaluation Pilot – Evaluator Rubric**

**Name:**

**Criterion #1: Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.**

*Not Applicable* ☐

Principals articulate and model a shared mission, vision, beliefs, and goals throughout the entire school community.			
Unsatisfactory (Comment Required)	Developing	Proficient	Accomplished
<input type="checkbox"/> Not demonstrated at this time.  or  <input type="checkbox"/> Unsatisfactory.	<input type="checkbox"/> Understands the importance for a school to have a shared mission, vision, beliefs, and goals.  <input type="checkbox"/> Possesses well-defined ideals and beliefs about schools and schooling that align with the District Strategic Plan.  <input type="checkbox"/> Understands the characteristics of a collaborative work environment.	... and  <input type="checkbox"/> Leads the development of a shared mission, vision, beliefs, and goals for the school aligned with the School Improvement Plan (SIP) and the District Strategic Plan.  <input type="checkbox"/> Communicates shared mission, vision, beliefs, and goals to the district and community stakeholders.  <input type="checkbox"/> Creates an environment of collaboration and trust throughout the school.	... and  <input type="checkbox"/> Continually evaluates the shared mission, vision, beliefs, and goals for the school that are aligned with the SIP and the District Strategic Plan and makes adaptations as appropriate.  <input type="checkbox"/> Ensures that mission, vision, and goals drive decision-making and school culture.  <input type="checkbox"/> Facilitates and sustains an environment of collaboration and trust to positively impact student achievement.
<b>Examples of evidence:</b> SIP, belief statements, Professional Learning Community (PLC) summary, collaboration minutes, newsletters, agendas, surveys, signs/posters of vision, mission			
<b>Comments:</b>			

**Criterion #2: Providing for school safety.**

**Not Applicable** ☐

Principals provide for a safe and orderly environment.			
Unsatisfactory (Comment Required)	Developing	Proficient	Accomplished
<input type="checkbox"/> Not demonstrated at this time.  or  <input type="checkbox"/> Unsatisfactory.	<input type="checkbox"/> Understands district policies and procedures regarding school safety.  <input type="checkbox"/> Implements district policies and procedures regarding school safety.  <input type="checkbox"/> Understands district policies and procedures regarding student discipline.  <input type="checkbox"/> Implements district policies and procedures regarding student discipline.	... and  <input type="checkbox"/> Reviews, analyzes, and implements school safety and discipline plans based on school data.  <input type="checkbox"/> Establishes and enforces policies and routines that maximize opportunities for all students to learn.	... and  <input type="checkbox"/> Ensures an orderly environment to maximize student learning.
<b>Evidence:</b> Discipline/incident data, safety meeting agendas/minutes, referral data, drill documentation, surveys of parents, parent communications, systems documents			
<b>Comments:</b>			

**Criterion #3: Leads development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.**

*Not Applicable* ☐

Principals lead the development, implementation and evaluation of a data driven plan.			
Unsatisfactory (Comment Required)	Developing	Proficient	Accomplished
<input type="checkbox"/> Not demonstrated at this time.  <div style="text-align: center;">or</div> <input type="checkbox"/> Unsatisfactory.	<input type="checkbox"/> Knows the district-adopted SIP format and procedures.  <input type="checkbox"/> Communicates to the entire school community the importance of developing a data-driven plan.  <input type="checkbox"/> Leads and guides the development of a data driven-plan using multiple sources of data.  <input type="checkbox"/> Identifies benchmark data points to be used in evaluating the effectiveness of the School Improvement Plan.	<b>... and</b>  <input type="checkbox"/> Continues to monitor and adjust the effectiveness of the plan using current data from multiple sources.  <input type="checkbox"/> Provides support to teachers to implement the data-driven plan at the classroom and school level.  <input type="checkbox"/> Prioritizes the appropriate use of resources to support the data-driven plan.  <input type="checkbox"/> Facilitates the successful execution of the School Improvement Plan.	<b>... and</b>  <input type="checkbox"/> Ensures that the goals of the School Improvement Plan are implemented with fidelity and monitored frequently.  <input type="checkbox"/> Builds a school community where stakeholders are encouraged to understand and have a voice in evaluating the effectiveness of the School Improvement Plan.  <input type="checkbox"/> Models a commitment to continuous improvement through analysis of data.
<p><i>Examples of evidence:</i> SIP, leadership team notes, newsletters, data, school websites, assessment walls, agendas, leadership minutes</p>			
<p><i>Comments:</i></p>			

**Criterion #4: Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.**

*Not Applicable* ☐

Principals are able to communicate research-based best practices for curriculum, instruction and assessment to staff in order to improve student learning.			
Unsatisfactory (Comment Required)	Developing	Proficient	Accomplished
<input type="checkbox"/> Not demonstrated at this time. <p style="text-align: center;">or</p> <input type="checkbox"/> Unsatisfactory.	<input type="checkbox"/> Possesses knowledge of state learning goals. <input type="checkbox"/> Initiates formal and informal discussions that address curriculum, instruction, and assessment issues. <input type="checkbox"/> Possesses knowledge of best practice of instruction and assessment. <input type="checkbox"/> Encourages and supports meaningful professional learning opportunities. <input type="checkbox"/> Recognizes a variety of formative and summative assessments for the diagnosis of learner needs. <input type="checkbox"/> Sets expectations that teachers implement appropriate learning interventions to improve student learning.	<p>... and</p> <input type="checkbox"/> Guides and/or instructs professional learning activities to address curriculum, instruction, and assessment issues that build on teachers' strengths in reaching all students. <input type="checkbox"/> Ensures discussions occur regarding student work within and across teams. <input type="checkbox"/> Engages with staff in meaningful professional learning. <input type="checkbox"/> Monitors teachers' implementation of learning interventions and provides support when necessary.	<p>... and</p> <input type="checkbox"/> Models knowledge of research-based best practice and expects staff to have an understanding of curriculum alignment processes within and across curriculum areas and grade levels. <input type="checkbox"/> Ensures that staff have multiple and various learning experiences to promote best practice. <p>.</p>
<p><b>Examples of evidence:</b> Collaboration documentation, leadership team or staff meeting agendas/minutes, staff handbook, rubrics, best practice initiatives, walk through data, book studies</p>			
<p><b>Comments:</b></p>			

**DRAFT**

**Criterion #5: Monitoring, assisting and evaluating effective instruction and assessment practices.**

*Not Applicable* ☐

Principals monitor, assist, and evaluate the implementation of effective instruction and assessment practices and the impact on student learning.			
Unsatisfactory (Comment Required)	Developing	Proficient	Accomplished
<input type="checkbox"/> Not demonstrated at this time.  or  <input type="checkbox"/> Unsatisfactory.	<input type="checkbox"/> Understands the importance of both formal and informal monitoring practices.  <input type="checkbox"/> Communicates knowledge of instruction, assessment and evaluation.  <input type="checkbox"/> Recognizes the components of a quality lesson.	... and  <input type="checkbox"/> Uses a variety of formal and informal monitoring practices.  <input type="checkbox"/> Initiates opportunities for teachers to engage in professional dialog and activities to support instruction and assessment practices.  <input type="checkbox"/> Provides opportunities for targeted professional learning as appropriate.	... and  <input type="checkbox"/> Monitors the fidelity and consistency of the implementation of research-based practice.  <input type="checkbox"/> Empowers staff to reflect on the instructional skills and knowledge needed to positively impact student achievement.
<i>Examples of evidence:</i> SIP, assessment analysis, lesson plan analysis, informal observations, formal observations, documented conversations			
<i>Comments:</i>			

**Criterion #6: Manage human and fiscal resources to accomplish student achievement goals.**

*Not Applicable* ☐

a. Principals establish processes for making sound budget decisions.			
Unsatisfactory (Comment Required)	Developing	Proficient	Accomplished
<input type="checkbox"/> Not demonstrated at this time.  <div style="text-align: center;">or</div> <input type="checkbox"/> Unsatisfactory.	<input type="checkbox"/> Assesses the resource needs of teachers and staff.  <input type="checkbox"/> Understands the importance of clear expectations, structures, and procedures for managing fiscal resources.  <input type="checkbox"/> Understands the school funding, budget development, and budget management processes.  <input type="checkbox"/> Understands the importance of non-fiscal resources (e.g., personnel, time, materials, etc.) in the effectiveness of a school.	<b>... and</b>  <input type="checkbox"/> Allocates material resources in ways which support student achievement.  <input type="checkbox"/> Allocates professional learning resources in ways which support student achievement.  <input type="checkbox"/> Allocates and protects time resources in ways which support student achievement.	<b>... and</b>  <input type="checkbox"/> Implements procedures that ensure the long-term viability of effective programs and practices.  <input type="checkbox"/> Implements process for input on resource allocation and budgetary decisions.  <input type="checkbox"/> Communicates the structure and rationale for decisions about resource allocation.
<p><i>Examples of evidence:</i> SIP, budget plan, leadership team agendas/minutes, surveys, examples of protocol, Associated Student Body (ASB) protocols</p>			
<p><i>Comments:</i></p>			

*Not Applicable*

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b. Principals establish and follow standard operating principles and routines for recruitment, hiring, and supporting staff, and for implementing the district's personnel evaluation system.			
Unsatisfactory (Comment required)	Developing	Proficient	Accomplished
<input type="checkbox"/> Not demonstrated at this time. <div style="text-align: center;">or</div> <input type="checkbox"/> Unsatisfactory.	<input type="checkbox"/> Understands the importance of effectively recruiting, hiring, and mentoring new staff members. <input type="checkbox"/> Adheres to district policy for teacher and staff evaluation. <input type="checkbox"/> Understands the importance of clear expectations, structures, and procedures for managing human resources.	<b>... and</b> <input type="checkbox"/> Uses hiring protocols that reflect student achievement goals. <input type="checkbox"/> Implements district personnel evaluation policies in a fair and equitable manner. <input type="checkbox"/> Implements and enforces policies and procedures. <input type="checkbox"/> Uses the hiring processes strategically to further the school's vision and mission.	<b>... and</b> <input type="checkbox"/> Facilitates ongoing support for new staff members and those who are taking on new or additional responsibilities and leadership roles. <input type="checkbox"/> Optimizes the school's human capital and the intangible assets of staff members to maximize opportunities for student achievement. <input type="checkbox"/> Systematically reviews and adjusts expectations and procedures on an ongoing basis.
<b>Examples of evidence:</b> Knowledge of teacher contract, interview question bank, evidence of available trainings, evidence of systems in place, meeting notes of conversations			
<b>Comments:</b>			

**Criterion #7: Partnering with the school community to promote student learning.**

*Not Applicable* ☐

a. <b>Principals establish strong lines of communication with parents, stakeholders, teachers, staff, and students.</b> Principals keep lines of communication open and serve as an advocate and spokesperson for the school to all stakeholders.			
Unsatisfactory (Comment Required)	Developing	Proficient	Accomplished
<input type="checkbox"/> Not demonstrated at this time.  <div style="text-align: center;">or</div> <input type="checkbox"/> Unsatisfactory.	<input type="checkbox"/> Understands the importance of open, effective communication between and within school and district administration  <input type="checkbox"/> Responds to parents, teachers, and patrons in a timely manner.  <input type="checkbox"/> Communicates with stakeholder groups about school initiatives and activities.	<b>... and</b>  <input type="checkbox"/> Uses a variety of formats to communicate about student learning with stakeholders within and outside the school.  <input type="checkbox"/> Uses effective communication skills and strategies to: <ul style="list-style-type: none"> <li>• Enlist community support.</li> <li>• Resolve conflicts among individuals and groups.</li> <li>• Build common focus and collaboration to enhance student learning.</li> </ul>	<b>... and</b>  <input type="checkbox"/> Systematically monitors and takes steps to ensure improved communication with the school community at large.  <input type="checkbox"/> Models effective communication and expects staff to also communicate on a regular basis.
<p><b>Examples of evidence:</b> Surveys, newsletters, logs, evidence of procedures in place, information dissemination processes, evidence of clear expectations for staff</p>			
<p><b>Comments:</b></p>			



*Not Applicable*

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b. <b>Principals partner with the school community to promote student learning.</b> Principals implement structures and processes which result in parent and community engagement and support.			
Unsatisfactory (Comment Required)	Developing	Proficient	Accomplished
<input type="checkbox"/> Not demonstrated at this time.  <div style="text-align: center;">or</div> <input type="checkbox"/> Unsatisfactory.	<input type="checkbox"/> Acknowledges the importance of engaging stakeholder groups in meaningful ways.	<b>... and</b>  <input type="checkbox"/> Provides opportunities for stakeholder groups to become involved in the school.  <input type="checkbox"/> Collaborates with administrative colleagues.	<b>... and</b>  <input type="checkbox"/> Optimizes stakeholder involvement to provide learning opportunities for staff and students.  <input type="checkbox"/> Engages the school community in the implementation of district strategic plan.
<b>Examples of evidence:</b> Logs of community presence at school activities, meeting sign-in sheets, e-mail/correspondence, newsletters, meeting minutes, agendas, outreach activities, personal logs of communication, school calendars			
<b>Comments:</b>			

**Criteria #8: Demonstrate commitment to closing achievement gaps.**

*Not Applicable* ☐

Principals demonstrate a commitment to closing achievement gaps.			
Unsatisfactory (Comment Required)	Developing	Proficient	Accomplished
<input type="checkbox"/> Not demonstrated at this time.  <div style="text-align: center;">or</div> <input type="checkbox"/> Unsatisfactory.	<input type="checkbox"/> Understands relevant research on the achievement gap.  <input type="checkbox"/> Communicates and models the ideals and beliefs that teachers and staff can impact student learning and achievement for all students.  <input type="checkbox"/> Engages in frequent quality interactions with underperforming students.  <input type="checkbox"/> Understands how to use data to identify achievement gaps.	<b>... and</b>  <input type="checkbox"/> Implements school-wide practices that foster understanding and respect for cultural diversity, celebrates the contributions of diverse groups, and addresses closing the achievement gap.  <input type="checkbox"/> Analyzes multiple data sources of sub-population groups of students to set targeted SIP goals and apply intervention programs to close achievement gaps. (Including effects of poverty, trauma, homelessness, etc.)  <input type="checkbox"/> Actively participates in the development of district goals, strategic planning, and initiatives designed to improve student achievement and address achievement gaps.	<b>... and</b>  <input type="checkbox"/> Continuously works with staff to increase staff understanding of how to close the achievement gap.  <input type="checkbox"/> Works to build the collective efficacy of staff through shared understandings about students.  <input type="checkbox"/> Systematically monitors student achievement of underperforming populations of students.  <input type="checkbox"/> Optimizes school programs and community resources to integrate community, family language, and culture into the school to support the students' academic progress.
<p><b>Examples of evidence:</b> SIP, Title I compacts, parent meetings, surveys, staff meeting minutes, professional development agendas, translated documents, phone logs, staff handbooks, Response to Intervention (RTI) models, Student Information System (SIS) data, Student Study Team (SST) minutes, multi-cultural activities or awareness</p>			
<p><b>Comments:</b></p>			