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**CONSORTIUM**

**Teacher-Principal Evaluation Pilot**

**PRINCIPAL CRITERIA AND RUBRIC**

Principal’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please check the appropriate box

**⬜ Self Assessment ⬜ Mid-Year Self-Assessment ⬜ Summative Evaluation**

**DOMAIN 1: Leadership in Creating a Shared Vision**

**Component 1a: (SC 1)** Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff: Influence, establish, and sustain a school culture conducive to continuous improvement for students and staff.

| **Element** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| --- | --- | --- | --- | --- |
| **Improvement and high expectations** | Principal inconsistently or incompetently articulates a vision for continuous improvement, high expectations, and lifelong learning within the entire school community. | Principal articulates a vision for continuous improvement, high expectations, and lifelong learning within the entire school community. | Principal collaboratively develops a shared vision for continuous improvement, high expectations, and lifelong learning within the entire school community. | Principal empowers and inspires staff in their development of a shared vision for continuous improvement, high expectations, and motivation of lifelong learning within the entire school community. |
| **School atmosphere** | Principal ineffectively communicates and models an atmosphere of trust and respect with stakeholders. Behavior is divisive and allows staff and students to engage in divisive behavior. | Principal shows some consistency and competence in communicating and modeling an atmosphere of trust and respect with stakeholders. Behavior is sometimes divisive and allows staff and students to engage in divisive behavior. | Principal shows consistency and competence in communicating and modeling an atmosphere of trust and respect with stakeholders. Behavior is inclusive and allows staff and students to participate in the decision making process. | Principal shows clear, consistent, competence in communicating and modeling an atmosphere of trust and respect with stakeholders. Behavior is inclusive and allows and encourages staff and students to participate in the decision making process. |
| **Difficult issues** | Principal fails to deal with difficult issues or seeks solutions without input. | Principal demonstrates a reluctance to confront difficult issues and/or frequently seeks solutions without discussions or input from key stakeholders. | Principal effectively identifies and confronts difficult issues. Input is considered from key stakeholders to develop productive outcomes and solutions. | Principal effectively anticipates and confronts difficult issues in collaboration with key stakeholders to develop consensus and effective solutions. |
| **Recognition** | Principal makes little or no effort to recognize efforts of staff and students, showing little awareness or lack of understanding of the school community. | Principal makes some effort to recognize efforts of staff and students. Shows some awareness and understanding of the school community. | Principal develops and uses a systematic approach to recognize efforts of most staff and students and shows awareness and understanding of the school community. | Principal uses multiple strategies to show recognition for all staff and students.  Principal collaborates with school community to develop, plan and use a systematic approach to recognize efforts of staff and students.  Efforts result in recognition of those who are often under-represented. |
| **Learning culture** | Principal does not show competence at developing or modeling a learning culture that is adaptive, collaborative, innovative or supportive. Principal is ineffective at developing a school culture that values and uses diversity to enhance the learning of the entire school community. | Principal attempts to model an approach to learning culture that is adaptive, collaborative, innovative and supportive, but may be ineffective or sporadic in attempts to develop a culture within the school that values and uses diversity to enhance the learning of the entire school community. | Principal consistently models a learning culture that is adaptive, collaborative, innovative and supportive. Consistently and competently develops a learning culture that values and uses diversity to enhance the learning of the entire school community. | Principal consistently and effectively models a learning culture that is adaptive, collaborative, innovative and supportive. Consistently and competently promotes all members of the school community to actively participate in developing and celebrating a learning culture that values and uses diversity. |
| ***Evidence*** | | | | |

**Component 1b: (SC 3)** Planning with data: Leads development, implementation and evaluation of a data-driven school improvement plan in order to increase student achievement.

| **Element** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| --- | --- | --- | --- | --- |
| **SIP Development** | Stakeholder groups were not represented nor had a voice in the development of the SIP.  Data was not used in the development of the plan.  The plan does not have a clear focus and it is unknown whether it is feasible. | Some representation from stakeholder groups is evident and there is slight evidence of their voice in the development process. Some select (not comprehensive) data was used in the development of the plan.  There is inconsistent evidence of focus and uncertainty about feasibility. | All stakeholder groups have representation and a voice in the development process.  A comprehensive collection of data has been utilized. The plan is focused and feasible with available resources. | Collaboration among stakeholder groups is a self-sustaining process.  A comprehensive collection  of data has been fully utilized. The plan is focused and fully feasible with available resources. |
| **SIP Implementation** | Little to no evidence of communication exists among stakeholders. Intent of SIP is unknown to others and resources are minimally allocated and utilized | Some evidence of communication exists among stakeholders. Intent of SIP is known to some and resources are not evenly allocated and utilized. | Regular communication exists among stakeholders and the intent is understood by many. Resources are successfully allocated and utilized | Clear and consistent communication among all stakeholders using a variety of vehicles is evident. Intent of SIP is understood by all. Thoughts and ideas about allocation and utilization of resources are solicited from stakeholders throughout the year and used. |
| **SIP Evaluation, Refinement** | Little to no evidence exists to point to a cycle of review and refinement. No data is collected. No evidence of stakeholder groups involvement in the school improvement process | Some evidence points to a cycle of review and refinement. There is some data collected for the review process. Some evidence of stakeholder group involvement in the school improvement process. | Consistent evidence points to a regular cycle of review, modification and re-implementation as part of the school improvement process. Data collection and analysis as well as collaborative processes are part of the review cycle. Stakeholder group involvement in the process is evident. | A cycle of review, modification and re-implementation is a fundamental and effective part of the school improvement process. The use of data from all domains and stakeholder collaboration is used to further refine the school improvement process. |
| ***Evidence*** | | | | |

**Component 1c: (SC 7):** Partnering with the school community to promote student learning. Principal builds collegial and collaborative relationships with and among school staff members in order to establish and maintain a common focus, coordinate effort, and minimize and resolve conflicts.

| **Element** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| --- | --- | --- | --- | --- |
| **Builder of collegial and collaborative relationships** | Principal does not demonstrate competence in building collegial and collaborative relationships with others and minimize conflict. | Principal builds some collegial and collaborative relationships with and among school staff members in order to establish and maintain a common focus. Some skill is evident in the ability to minimize and resolve conflicts. | Principal builds collegial and collaborative relationships with and among most school staff members in order to establish and maintain a common focus, coordinate effort and minimize and resolve conflicts. | Principal builds a school community that demonstrates a culture effectively using collaborative strategies in order to establish a common focus, coordinate effort and minimize and resolve conflicts. |
| **Facilitator of community involvement** | Principal does not demonstrate competence in facilitating community involvement with the school. | Principal inconsistently identifies and involves business and community leaders, families and other key communicators for the purposes of garnering community support. | Principal identifies and involves business and community leaders, families and other key communicators for the purposes of garnering community support and gathering data regarding attitudes toward student learning and the school. | Principal systematically involves business and community leaders, families and other key communicators for the purposes of garnering community support and gathering data regarding attitudes toward student learning and the school. |
| **Communications** | Principal does not demonstrate competence in communicating challenges and successes. | Principal is developing strategies to communicate challenges and successes about student learning and uses them inconsistently | Principal uses a variety of tools to communicate challenges and successes about student learning with all constituents and to celebrate successes within the school community. | Principal systematically involves stakeholders to communicate challenges and successes about student learning with all constituents and to celebrate success within the school community. |
| **Relationship with colleagues** | The principal does not demonstrate competence in developing collaborative relationships with other administrators. | The principal inconsistently partners and collaborates with other administrators. | The principal partners and collaborates with other administrators. | Principal systematically collaborates with other administrators to solve problems of practice in the school and throughout the district. |
| ***Evidence*** | | | | |

**DOMAIN 2: Instructional Leadership**

**Component 2a: (SC 2)** Demonstrating commitment to closing the achievement gap. Principal understands (and effectively communicates) factors contributing to the need to address diverse learners. Principal creates systems that ensure that the academic needs of all students are being met.

| **Element** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| --- | --- | --- | --- | --- |
| **Identify gaps** | Principal does not demonstrate competence in analyzing or using multiple forms of data for early identification of achievement gaps. | Principal demonstrates some competence in analyzing and using multiple forms of data for early identification of achievement gaps. | Principal demonstrates solid competence in analyzing and using multiple forms of data for early identification of achievement gaps. | Principal demonstrates clear, consistent and effective competence in analyzing and using multiple forms of data for early identification of achievement gaps. |
| **Analyze data with respect to equity issues** | Principal does not demonstrate competence in analyzing discipline, attendance, master schedule and representation of students being served by special programs data with respect to equity issues. | Principal demonstrates some competence in analyzing discipline, attendance, master schedule and representation of students being served by special programs data with respect to equity issues. | Principal demonstrates competence in analyzing discipline, attendance, master schedule and representation of students being served by special programs data with respect to equity issues. | Principal demonstrates clear, consistent and effective competence in analyzing discipline, attendance, master schedule and representation of students being served by special programs data with respect to equity issues. |
| **Monitors progress of underachieving students.** | Principal does not demonstrate competence in creating systems of intervention that address the individual needs of underachieving students. | Principal demonstrates some competence in creating systems of intervention that address the individual needs of underachieving students. | Principal demonstrates solid competence in creating systems of intervention that address the individual needs of underachieving students. | Systems are in place in which the entire school community contributes to meeting the individual needs of underachieving students. |
| **Responsiveness to diversity issues in the community** | Principal does not demonstrate competence in understanding the diversity issues in the community and how these effect closing the achievement gap. | Principal demonstrates some competence in understanding the diversity issues in the community and how these effect closing the achievement gap. | Principal demonstrates solid competence in understanding the diversity issues in the community and how these effect closing the achievement gap. | Principal demonstrates clear, convincing and consistent competence in understanding the diversity issues and has included key community stakeholders in the decision-making process. |
| ***Evidence*** | | | | |

**Component 2b: (SC4)** Aligning curriculum: assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.

| **Element** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| --- | --- | --- | --- | --- |
| **Assessment, data and interventions** | Assessments and data have no connection to intervention. | Assessments and data are used to design some interventions. | Assessments and data are used to design and monitor effectiveness of interventions. | Assessments and data are used collaboratively to design, individualize and monitor effectiveness of interventions. |
| **Improving instruction** | Principal does not demonstrate evidence of knowledge, coaching or observation of best instructional and assessment practices. | Principal demonstrates some evidence of knowledge, coaching or observation of best practices to gives inconsistent feedback about classroom instruction. | Principal uses knowledge of best practices, coaching and observation to give constructive feedback and provides professional development opportunities to improve classroom instruction. | Principal uses knowledge of best practices of instruction and assessment to give feedback to improve classroom instruction. Engages staff in frequent conversations and reflection about classroom practices. |
| **Curriculum alignment** | Principal does not demonstrate understanding of curriculum alignment and its importance. | Principal demonstrates some understanding of curriculum alignment and its importance and attempts to discuss with staff. | Principal demonstrates an understanding of curriculum and its importance and consistently engages staff in the curriculum alignment process. | Principal deeply understands curriculum alignment and its importance and collaborates and leads the staff through the process as well as follow-up on application and implementation. |
| ***Evidence*** | | | | |

**Component 2c: (SC5)** Improving instruction: The principal is fundamental to the monitoring, assisting and evaluating effective instruction and assessment

practices**.**

| **Element** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| --- | --- | --- | --- | --- |
| **Evaluation** | There is little or no evidence that the principal assesses teacher or student performance as a part of monitoring and evaluating the instructional program.\* | There is limited evidence that the principal assesses teacher or student performance, or has made any link between instruction and student achievement.\* | There is clear evidence that the principal has created a system of periodically appraising teacher and student performance and that this information is usually used to inform instructional decisisons.\* | There is clear, convincing and consistent evidence that the principal has created an ongoing system of appraising teacher and student performance and that this information is systematically used to inform instructional decisions throughout the school year.\* |
| **Professional Development** | There is little or no evidence that the principal has engaged staff in professional development activities to improve instruction based on school and district goals.\* | There is limited evidence that the principal has engaged staff in professional development activities to improve instruction based on school and district goals.\* | There is clear evidence that the principal has engaged staff in professional development activities to improve instruction based on school and district goals.\* | There is clear, convincing evidence that the principal has created a learning community in which staff are provided opportunities for appropriate professional growth and reflection to improve instruction based on school and district goals.\* |
| **Hiring** | There is little or no evidence that the principal uses knowledge of policies, laws and regulations that govern the hiring of staff to bring about any positive change in the improvement of instruction.\*\* | There is limited evidence that the principal uses knowledge of policies, laws and regulations that govern the hiring of staff to bring about any positive change in the improvement of instruction.\*\* | There is clear evidence that the principal uses knowledge of policies, laws and regulations that govern the hiring of staff to bring about positive change in the improvement of instruction.\*\* | There is clear, consistent and convincing evidence that the principal uses knowledge of policies, laws and regulations that govern the hiring of staff to bring about positive change in the improvement of instruction.\*\* |
| ***Evidence*** | | | | |

**Domain 3: Managing the School Environment**

**Component 3a: (SC 8) P**roviding for school safety: The principal leads the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery.

| **Element** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| --- | --- | --- | --- | --- |
| **School safety and crisis plans** | Principal does not demonstrate competence in analyzing and/or implementing school safety and discipline crisis plans based on school data and utilizing community resources. | Principal demonstrates some competence in analyzing and/or implementing some school safety and discipline crisis plans based on school data and utilizing community resources. | Principal demonstrates competence and collaboratively analyzes and implements school safety and discipline crisis plans based on school data and utilizing community resources. | Principal consistently and effectively analyzes and systematically implements school safety and discipline crisis plans based on school data and utilizing community resources. |
| **Safe classroom environment** | Principal does not effectively supervise teachers’ instructional practices, classroom management and discipline to ensure a safe classroom environment. | Principal supervises some teachers’ instructional practices, classroom management and discipline to ensure a safe classroom environment. | Principal effectively supervises and provides feedback that shapes teachers’ instructional practices, classroom management and discipline to ensure a safe classroom environment. | Principal supervises, guides, and collaborates with the teachers to develop instructional practices, classroom management and discipline to ensure a safe classroom environment. |
| **Policy and law requirements** | Principal is not aware of policy and law requirements regarding discipline and safety. | Principal is aware of some policy and law requirements regarding discipline and safety and addresses some concerns as they arise. | Principal is aware and systematically applies policy and law requirements regarding discipline and safety; anticipates concerns before they arise and effectively addresses most of them. | Principal is proactive with addressing discipline and safety issues in the school and seeks input from staff regarding implementation of policy and law requirements related to discipline and safety. |
| **School-wide discipline plan** | There is no evidence of a school-wide discipline plan. | A school-wide discipline plan is developed that includes prevention, intervention, crisis response and recovery. The principal is inconsistent regarding, communication and application of the plan. | A school-wide discipline plan is developed, with input from stakeholders that includes prevention, intervention, crisis response and recovery. The principal consistently communicates and applies the plan. | A systematic, self-sustaining approach to a school-wide discipline plan is collaboratively developed with stakeholder input. The principal is proactive and consistently communicates and applies the plan. |
| ***Evidence*** | | | | |

**DOMAIN 4: Managing Human and Fiscal Resources**

**Component 4a: (SC 6)** Managing both staff and fiscal resources to support student achievement and legal responsibilities.

| **Elements** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| --- | --- | --- | --- | --- |
| **Manages within legal and accepted practice** | Principal does not demonstrate knowledge of laws, policies and procedures related to financial, human and time resources. Principal does not demonstrate competence in managing within legal and accepted practice. | Principal demonstrates some knowledge of laws, policies and procedures related to financial, human and time resources. Principal demonstrates some competence in managing within legal and accepted practice. | Principal demonstrates solid knowledge of laws, policies and procedures related to financial, human and time resources. Principal demonstrates solid competence in managing within legal and accepted practice. | Principal demonstrates exceptional knowledge of laws, policies and procedures related to financial, human and time resources. Principal models research- based best practices and demonstrates exceptional competence in managing within legal and accepted practice. |
| **Manages collaboratively** | Principal does not guide or facilitate collaboration with others to use data to create, evaluate and manage school financial, human and time resources. | Principal minimally guides or facilitates collaboration with others to use data to create, evaluate and manage school financial, human and time resources. | Principal, consistently, guides and facilitates collaboration with others, to use data to create, evaluate and manage school financial, human and time resources. | Principal is proactive and anticipates opportunities to guide and collaborate with staff regarding effective use of data to create, evaluate and manage school financial, human and time resources. |
| **Manages resources to provide professional development** | Principal does not demonstrate competence in managing resources so that staff can engage in appropriate, meaningful professional development that increases student achievement. | Principal provides an inconsistent level of resources so that staff can engage in appropriate, meaningful professional development that increases student achievement. | Principal provides the level of resources needed so that staff can engage in appropriate, meaningful professional development that increases student achievement. | Principal provides time, structure and opportunities for staff to plan, work, reflect and celebrate together to improve best practices and student achievement. |
| ***Evidence*** | | | | |