Idaho Principal Evaluation Framework

Administrator: _____ Date: _____ Reviewer_____ Title: _____

School/District_____ Reviewer_____ Tile _____

A major part of Idaho's Evaluation System for Principals is the rubric. This standards-based instrument provides descriptions of professional practices for each level of the performance continuum. Evaluators rate the principal/assistant principal on each component of each standard and then use the ratings to determine the overall rating on professional practices. This overall rating may account for up to 67% of the principal effectiveness rating, using multiple measures within the framework. The remaining percentage will be based on student growth data. The Idaho Standards for Effective Principals is composed of 3 domains. Within those 3 domains are 14 components, and within each component are smaller elements.

Rating Levels describe the principal's performance on professional practices with respect to state performance standards.
   Unsatisfactory: Principal/Assistant Principal does not meet state performance standard and does not demonstrate progress toward meeting standard.
   Basic: Principal/Assistant Principal meets the minimum requirements on the state performance standard and/or is inconsistent in performance.
   Proficient: Principal meets the expected performance standard and speaks to local impact within the assigned school or setting
   Distinguished: Principal is a master administrator where his/her sphere of influence has a system-wide impact.

These performance levels are aligned to the four Domains within The Framework for Teaching by Charlotte Danielson. As in The Framework, an educator's performance level goal is to "live in the area of Proficient and visit the area of Distinguished." In the rubric Effective Principal Evaluation within the distinguished level is reserved for a more system level performance. An Unsatisfactory rating is a call for immediate and focused action to address the specific issues and may need comments to inform performance.

Components of the Standards are the mandatory items that each Idaho district must address in its principal evaluation system. However, districts have the flexibility of weighing the components differently to meet the needs of their district. Idaho Department of Education (SDE) will provide an evaluation calculator (in the form of an Excel spreadsheet) that can be adapted for district use.

Professional Practices are the day-to-day activities conducted by principals as the go about their daily work. Professional practices included in the rubric are those one would expect principals to demonstrate at each level of the rating scale. A principal's professional practice can vary depending on the setting or the experience level. Using the evaluation calculator will allow evaluators to differentiate the importance of the elements of professional practice, by the weight of the element.

Examples of Artifacts: Artifacts are the documents, materials, processes, strategies, and other information that result from the normal and customary day-to-day work of principals and assistant principals. To effectively address the requirements of the evaluation system, it is not necessary for principals and assistant principals to collect all of the artifacts listed as examples for each standard. In fact, they may choose not to use any artifacts so long as they and their evaluators agree on their rating levels. Artifacts other than those included as examples may also be used. Artifacts are used only if either the principal/assistant principal or the evaluator believes that additional evidence is required to convince the other of the accuracy of the self-assessment as compared to the evaluator's assessment of the principal/assistant principal's performance.

1. <u>School Climate</u>**: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.**

1.a <u>School Culture</u>—*Establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.*

❑ **Unsatisfactory**	❑ **Basic**	❑ **Proficient**	❑ **Distinguished**
The principal • Is inconsistent in creating maintaining rules and policies designed to ensure **a safe environment** for staff and students.	**The principal** • Complies with pertinent laws and policies regarding **school safety** and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats. **[SAFETY]** • Establishes rules and related consequences designed to keep students **safe**.	**The principal also** • Uses disaggregated school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety, and acts upon data to improve safety. **[SAFETY]** • Ensures that disciplinary policies and actions remove students from learning opportunities only as a last resort. **[SAFETY]**	**The principal also** • Leads or contributes to districtwide efforts that develop more effective strategies to comply with regulations, improve school safety, and ensure equitable application of **safety** procedures. • Leads school and district efforts to proactively identify physical and emotional threats and resolve them peacefully. **[SAFETY]**
• Ignores or dismisses **conflict**	• Responds to conflict and seeks to resolve it. **[CONFLICT]**	• Ensures that staff proactively engages in conflict resolution. **[CONFLICT]**	• Actively reduces **conflict** in school and district setting by monitoring and promoting a positive school culture encouraging positive engagement between students, staff, and parents.

❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Distinguished
• Passively listens to staff and community feedback but relies on his/her personal interpretation. **[PERCEPTIONS]**	• Alone or with school leadership team, monitors school climate by gathering data about student and staff **perceptions**.	• Actively elicits feedback that measures the school and **community perceptions** and uses this data consistently to monitor and improve school climate.	• **Systematically elicits feedback** from school, district, and community and is explicit in analysis of and refection on data and establishes actions based on data analysis.
• **Barriers** continue or are created due to the lack of willingness to collaborate toward improving the school setting.	• Connects appropriate strategies and solutions to **known barriers** to promote a school culture of excellence, equity, and safety across all school settings.	• Collaborates with instructional staff, and parents, in creating opportunities to safely examine deeply held assumptions and beliefs, which may serve as **barriers to a school culture** that embraces diversity in race, language, gender, culture, and values.	• Leads collaboration with district leadership, instructional staff, parents, and/or colleagues in creating opportunities to safely examine deeply held assumptions and beliefs, which may serve as **barriers to a school culture** that embraces diversity in race, language, gender, culture, and values.

1.b <u>Communication</u>—*Proactively communicates the vision and goals of the school or district, the plans for the future, and successes and challenges to all stakeholders.*

❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Distinguished
The principal • Develops a vision for the school with little or no collaboration with stakeholders.	**The principal** • When making organizational decisions, refers to and requires others to reference the **mission and vision**, ensuring all staff know and understand it.	**The principal** • Ensures that stakeholder have meaningful input in the school's **vision and mission**, aligning with academic and social learning goals for students.	**The principal** • Initiates or advocates for changes to school or district **vision and goals** based on data to improve performance, school culture, and school success.
• School **goals or plans** are not monitored and/or aligned to school programs.	• Monitors **school goals**, programs, and actions to ensure that they support the school's vision and mission.	• Adjusts the **school improvement plan** in light of data along with input from district and school staff.	• Through the use of multiple communication strategies, leads staff, colleagues, and community in creating and monitoring **school improvement plans** in alignment with districtwide efforts and the district's initiatives.
• Inadequate evidence of **opportunities for departments** to communicate or collaborate.	• Facilitates clear, timely **communication across the school's departments** to support effective and efficient school operations.	• Leads school staff in using **multidirectional communication** strategies and engages stakeholders.	• Leads or collaborates with input from staff and community members through the use of **multiple communication strategies** to create, monitor, and enact school improvement plans in alignment with districtwide efforts and the district's initiatives.
• Uses email but does not use additional technology (e.g., website, social media) for communication to parents or other external constituents. A technology-based communications plan is not available.	• Uses email and intermittently uses additional technology (e.g., website, social media) for communication to parents or external constituents. • The technology-based communication plan is in place that shows the timeline for information dissemination.	• Creates a technology-based communications plan that is based upon documented community members' technology use preferences and is timed to the school schedule.	• Leads or coaches others in the use of technology or the development of technology-use communications plans. to increase communication to all stakeholders regarding appropriate information for all stakeholders.

1.c <u>**Advocacy**</u>—*Advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement*

❏ Unsatisfactory	❏ Basic	❏ Proficient	❏ Distinguished
The principal • Community and stakeholders are not meaningfully active in the school's activities	**The principal** • Invites community input and occasionally uses the input to inform decisions	**The principal** • Consistently seeks and/or creates opportunities that engages the school community in activities that support teaching and learning	**The principal** • Leads or supports initiatives to bring the community into school facility to better understand its initiatives, culture, and/or needs.
• Considers the **community** separate from the school and overlooks opportunities to engage in communities various cultures.	• Provides isolated opportunities for involving **community** in school activities	• Promotes appreciation and understanding and uses the community's diverse cultural opportunities in the schools learning **community**.	• Proactively engages students, educators, parents, and **community** partners in building relationships that improve teaching and learning along with other emerging issues that impact district and school planning, programs, and structures.

Possible supporting evidence: Standard 1 School Climate: **An educational leader promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.**

Examples of Artifacts That May be Used to Support Rating:	Evidence Provided by Artifact:
☐ Parent Feedback	
☐ Student Feedback	
☐ Supervisor Feedback	
☐ Parent Feedback	
☐ Meeting agenda, minutes, and rosters	
☐ Parent Newsletters	
☐ School Visits	
☐ Staff Feedback	

Examples of Artifacts That May be Used to Support Rating:	Evidence Provided by Artifact:
□ School Discipline Data	
□ School Tardy and Absentee Data	
□ Web based reports	
□ Communication Plan	
□ Parent and Community Involvement	
□ School Improvement Plan	
□ Other	
□ Other	

Overall School Climate Rating

❑ **Unsatisfactory**　　　　❑ **Basic**　　　　❑ **Proficient**　　　　❑ **Distinguished**

Justification:

2. <u>Collaborative Leadership</u>: **An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He/she uses research and/or best practices in improving the education program.**

2.a <u>Shared Leadership</u>—*Fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth*

❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Distinguished
The principal	The principal	The principal	The principal
• Does not use **Professional Learning Plans** to support staff professional learning.	• Through the use of **Professional Learning Plans**, provides feedback on professional behavior to teachers and other staff and remediates behavior as needed.	• Encourages professional growth through the use of **Professional Learning Plans**, providing opportunities for individualized professional competencies.	• Leads staff and other district leaders in expanding the power of **Professional Learning Plans** and their use as a tool to create dialog that promotes leaders throughout school and district.
• Provides few **advancement or leadership** opportunities for staff.	• Provides staff equal access to staff for opportunities for learning, leadership, **and advancement**.	• Creates structured opportunities for instructional staff and other staff to **expand leadership** through the use of reflections, mentoring, feedback, and learning plans.	• Creates or coaches other leaders on how to facilitate structured opportunities for staff and leaders to **develop leadership skills** from school on to the district through the use of reflection, mentoring, feedback, and learning plans.
• No evidence of **distributed leadership** as part of the process of shared governance.	• Has begun to develop and implement **distributed leadership** as part of the process of shared governance.	• Staff effectively develop and sustain a culture of **distributed leadership** as part of the process of shared governance.	• Coaches or facilitates other district leaders on how to effectively develop and sustain a culture of **distributed leadership** as part of the process of shared governance.

2.b Priority Management—*Organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities*

❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Distinguished
The principal • Evidence indicates a lack of **effective time management** and prioritized activities.	**The principal** • Prioritizes the use of **school time** to ensure that staff activities sometimes focus on improvement of student learning, organizes majority of professional time to the school's priorities, but may engage in time wasting activities.	**The principal** • Prioritizes the use of **school time** to ensure that staff and student activities focus on improving student learning by organizing time to ensure that high leverage activities and school priority areas focus on student learning.	**The principal** • Coaches or facilitates other leaders in **effective school time** by prioritizing school time ensuring staff and student activities are high leverage activities with focus on school priority areas and student learning.
• Lack of evidence in **project management** with milestones and deadlines missed.	• **Projects are managed** using list of milestones and deadlines and impact of change is sometimes documented.	• Applies **project management** to systems throughout the school and systematic monitoring and collaboration with stakeholders.	• Advocates or leads districtwide efforts to apply **project management** systems and facilitates systematic monitoring and collaboration with stakeholders.
• Lack of evidence regarding systems and process for planning and **managing change**.	• Establishes clear and consistent process and systems to **manage change**.	• School staff and other stakeholders adhere to established processes and procedures in place to **manage and monitor change**.	• Mentors/Coaches other school leaders in effective, transparent strategies that systematically **manage and monitor** change while incorporating staff and stakeholders.
• Cannot explain how to or the use of technology to support instruction and learning	• Uses email, but relies on others to facilitate communications and monitoring through the use of technology to support instruction and learning	• Uses and initiates the use of technology among staff in order to support instruction and learning	• Uses advanced features to lead effective use of a variety of technology tools to increase productivity and support instruction and learning

2.c Transparency—*Seeks input from stakeholders and takes all perspectives into consideration when making decisions*

❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Distinguished
The principal • Makes decisions with **little or no consultation** with stakeholders.	**The principal** • Is **transparent** with staff about allocation of resources and any expected changes.	**The principal** • Is **transparent** about decisions by informing stakeholders of purposes and anticipated effects of those decisions.	**The principal** • Anticipates the possible effects of decisions to minimize any possible unintended consequences and is **transparent** with stakeholders in communicating interrelated and interdependent features of the school's organizational structure.

2.d Leadership Renewal—*Strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others*

❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Distinguished
The principal • Does not use or consider a **professional learning plan**.	**The principal** • Completes a **professional learning plan** in a timely manner.	**The principal** • Throughout the year he/she seeks to improve leadership skills by collaborating with colleagues, pursuing professional development that improves leadership skills, and is incorporated in **professional learning plans**.	**The principal** • Contributes to district efforts to improve principal professional development that improves leadership skills while incorporating these skills within **professional learning plans**.

❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Distinguished
• Lack of evidence to show his/her engagement in **professional development opportunities**.	• Engages in **professional development** offered to principals by the district.	• Uses feedback, surveys, and evaluations that inform **professional development** and improves professional practice by consistently monitoring progress as he/she makes adjustments as necessary.	• Facilitates district leadership in the use of feedback, surveys, and evaluations that inform **professional development** and improves professional practice by consistently monitoring progress as he/she makes adjustment as necessary
• Does not use **self-reflection** or monitoring of goals in measuring professional growth.	• Communicates results of **self-reflection** after evaluating his/her own practice and consults with evaluator, adjusting accordingly.	• Uses **self-reflection** and data that is aligned to school and district vision and/or needs. As goals are measured and achieved, leadership skills, school culture, and student learning are improved.	• Leverages opportunities to lead staff and district to systematically monitor goals and progress in professional development goals using **self-reflection** and data to measure and improve professional skills.
• **Discrimination or intolerance** is not considered in professional growth practices.	• Pursues professional development and training to support efforts in eliminating **discrimination or intolerance** in the school	• Acts as a role model against **discrimination and intolerance** and leads professional development so that students and staff support efforts to eradicate any of these practices from the school setting.	• Leads or advocates for districtwide efforts against **discrimination or intolerance** through professional development opportunities.

2.e <u>Accountability</u>—*Establishes high standards for professional, legal, ethical, and fiscal accountability for self and others*

❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Distinguished
The principal • **Is not prepared**, is often absent at key meetings, and tends to engage in disrespectful behaviors that do not honor others.	**The principal** • Is **prepared, participates** fully, and is ready to listen and respect others in planned and unplanned meetings with periodic exceptions (sidebar conversations, distractions during planned or unplanned meetings).	**The principal** • Is **prepared, participates fully**, and is ready to listen and respect others in planned and unplanned meetings. He/she is knowledgeable and/or encourages ideas and engages others in meaningful dialogue.	**The principal** • Leads and is an example for others concerning **preparation for meetings, participation**, and respectful behaviors within meetings, while promoting appropriate behavior in meetings and/or encourages ideas and engages others in meaningful dialogue. Provides meaningful and timely input into the development of district and board policy.
• Manages **fiscal responsibilities** in a disordered, irresponsible way.	• As allowed by the district, **allocates available fiscal, personnel**, space, and material resources in an appropriate legal and equitable manner	• Works with others to modify educational systems, as needed, to increase their effectiveness in using and **allocating fiscal, personnel, space, and material resources** to meet all students' needs.	• Advocates for and contributes to district or statewide efforts to improve the effective and efficient use of **resources, supporting fiscal accountability**.
• Instances of **illegal or unethical conduct**.	• No instances of **illegal or unethical conduct** with employees or prospective employees or other stakeholders.	• Meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety concerning **illegal or unethical behavior**, while he/she displays and expects students and colleagues to display professional ethical and respectful behavior at all times.	• Leads or advocates for districtwide professional development concerning **illegal or unethical conduct**, while he/she displays and expects students and colleagues to display professional ethical and respectful behavior at all times.

❏ Unsatisfactory	❏ Basic	❏ Proficient	❏ Distinguished
• Does not understand **policies and laws** related to school and district.	• Understands **policies and laws** related to school and district and enforces or complies as necessary.	• Effectively implements district rules, **policies, and laws** while enforcing clear expectations, structures, and fair rules and procedures for students and staff. • Conscientiously and routinely studies changes to laws and policies to maintain the school's compliance.	• Leads or facilitates district rules, **policies, and laws** while enforcing clear expectations, structures, and fair rules and procedures for students and staff. • Leads colleagues in using a systematic way to routinely study changes to laws and policies to maintain the school's compliance.
• Cannot describe how technology tools are used to collect, organize or analyze data.	• Encourages staff to use some technology tools to collect, organize and analyze data.	• Uses/demonstrates the use of technology tools for data analysis.	• Leads or facilitates district leadership in the use of technology tools for data analysis.

Possible Supporting Evidence for 2. Collaborative Leadership: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He/she uses research and/or best practices in improving the education program.

Examples of Artifacts That May be Used to Support Rating:	Evidence Provided by Artifact:
☐ Parent Feedback	
☐ Student Feedback	
☐ Supervisor Feedback	
☐ Meeting agenda, minutes, and rosters	
☐ Parent Newsletters	
☐ School Visits	
☐ Staff Feedback	
☐ Systems for Data Review	
☐ Web-based reports	
☐ Sign in training sheets	

Examples of Artifacts That May be Used to Support Rating:	Evidence Provided by Artifact:
☐ Technology inventories	
☐ Student Achievement information	
☐ Budget information	
☐ Communication Plan	
☐ Parent and Community Involvement	
☐ School Improvement Plan	
☐ Systems for Data Review	
☐ Other	
☐ Other	

Overall Collaborative Leadership Rating

❑ **Unsatisfactory**   ❑ **Basic**   ❑ **Proficient**   ❑ **Distinguished**

Justification:

3. <u>Instructional Leadership:</u> **An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He/she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.**

3.a <u>Innovation</u>—Seeks and implements innovative and effective solutions that comply with general and special education law

❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Distinguished
The principal • Does not encourage or promote staff members to use techniques such as action research to examine the educational practices to refine curriculum **implementation and innovation**.	**The principal** • Some staff members are independently using techniques such as action research to review performance data or student work to refine curriculum **implementation and innovation**.	**The principal** • Encourages opportunities for instructional staff to routinely engage in techniques such as action research to review performance data and student work to refine curriculum **implementation and innovation.**	**The principal** • Coaches or mentors others in the use of techniques such as action research to refine curriculum **implementation and innovation**. • Encourages members of his/her instructional staff to lead district in techniques such as action research projects to refine curriculum and **drive innovation**.
• Little to no evidence available of instructional staff collaboration in analysis to identify or **support individual students or groups of students**.	• Has begun to engage instructional staff in the collaborative analysis to identify **individual students or groups of students** who are struggling or may struggle to attain social and academic goals.	• Systematically engages instructional staff and coaches on ongoing collaborative analysis to plan for continuous improvement for each student, student group, and subgroup of students and the school as a whole.	• Advocates, supports, or leads a districtwide, systematic collaboration of instructional staff and coaches on ongoing collaborative analysis to plan for continuous improvement for **each students, student group, and subgroup of students** and the school as a whole.

❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Distinguished
• Is familiar with **local, state, and federal laws and policies**.	• Adheres to all **local, state, and federal laws and policies** and regulations while assuring activities legally align to the connecting laws, policies, and regulations.	• Conscientiously and routinely studies changes to **laws and policies** while collaborating with experts concerning general and special population educational needs of students.	• Routinely studies changes to **laws and policies** and leverages relationships with external agencies, organization, and partners in ways to support collaboration with experts concerning general and special population educational needs of students.
• Has not promoted the use of technology to support student mastery of the required curriculum.	• Encourages instructional staff members to have access to some technology, hardware, software, professional learning and support	• Requires, monitors and models the use of technology to support mastery of the required curriculum	• Coaches or leads district leadership in promoting, monitoring and modeling the use of technology to support mastery of the required curriculum.

3.b Instructional Vision—*Insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject*

❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Distinguished
The principal • Has not identified or mapped **Idaho's Core Standards** or planned for their improvement.	The principal • Provides time, space, and opportunities for instruction, and curriculum is aligned to **Idaho Core Standards** per district instructional priorities.	The principal • Leads and collaborates with instructional staff to align the school's curriculum and instruction to **Idaho Core Standards** by providing time and resources and mapping schools' processes and effectively plan for improvement.	The principal • Coaches or mentors other school leaders in best practices to align the school's curriculum and instruction to **Idaho Core Standards** by providing time and resources and mapping schools' processes and effectively plan for improvement.

❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Distinguished
• Instructional vision lacks the process of curriculum **alignment, both vertically and horizontally**.	• Encourages staff to collaborate in the process of curriculum **alignment, both vertically and horizontally**.	• Promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the **curriculum horizontally and vertically** with the standards.	• Leads or coaches district leadership in the process of curriculum alignment in collaboration with school/district through a systematic, continuous process to fully align the **curriculum horizontally and vertically** with the standards.
• Has not included a **research-based strategic action plan** regarding instruction.	• A **research-based strategic action plan** regarding instruction is shared and roles clarified to enhance organizational alignment.	• Collaborates with instructional staff to create a **research-based strategic action plan** that insures instruction is guided and shared that includes a management system that clarifies roles to enhance organizational alignment.	• Leads or mentors district leadership regarding a **research-based strategic action plan** through collaboration with instructional staff that insures instruction is guided and shared that includes a management system that clarifies roles to enhance organizational alignment.

3.c <u>High Expectations</u>—*Sets high expectation for all students academically, behaviorally, and in all aspects of student well-being*

❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Distinguished
The principal • Communicates the need for using **student data** for student outcome decision making and monitoring with little to no evidence supporting these efforts	The principal • Uses **student data** (e.g., formative and summative assessment, work samples, teacher judgment) to monitor student success to rigorous academic content and support service, identifying students or student groups that may be struggling.	The principal • Routinely collaborates with instructional staff and specialists to identify critical core content gaps, measuring the difference between the skills needed, and initiates modification based upon this and other **student growth data**.	The principal • Activates, supports, or sustains district and schoolwide efforts to create an organized effort to routinely collaborate to measure district and schoolwide **student growth data** to monitor and measure this data to initiate modifications, as necessary.

❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Distinguished
• Rarely uses techniques to monitor or document that instructional staff use **high-impact instructional practices**.	• Has initiated the use and support of techniques to monitor and document that instructional staff uses high-impact instructional practices.	• Collaborates with instructional staff and uses observation data and support techniques to monitor and document that instructional staff uses **high-impact instructional practices**.	• Leads school and advocates for district colleagues to use a variety of techniques and protocols for collecting multiple sources of evidence on the effective use of **high impact instructional practices**, monitoring effect over time.
• Lack of evidence to support collaboration efforts in **setting high standards for learners**.	• Has begun the process to engage instructional staff in collaboration efforts to **set high standards for learners**.	• Collaborates with instructional staff to set high expectations for all learners and identify potential barriers to success for all learners.	• Leads school and mentors district colleagues to collaborate with instructional staff to set high expectations for all learners and identify potential barriers to success for all learners.
• Little to no instructional staff members participates in a collaborative process to set and use **benchmarks and rubrics to generate** student efficacy and responsibility.	• There are some members of the instructional staff that use **collaboratively-designed benchmarks and rubrics** for assessing student work.	• Uses an organized collaborative process to set and use benchmarks and rubrics to generate student efficacy and responsibility.	• Leads or supports districtwide effort to use an organized collaborative process to set and use benchmarks and rubrics to generate student efficacy and responsibility.
• Conveys an understanding of the integration of research based practices to address the **whole child**, with little evidence to support it is in practice.	• Implements a comprehensive approach to learning that integrates research based practices to address the **whole child**, students' cognitive, physical, social and emotional health and welfare.	• Comprehensive integration of research based practices to address the **whole child** and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.	• Advocates or leads districtwide effort of a comprehensive integration of research based practices to address the **whole child** and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

3.d <u>Continuous Improvement of Instruction</u>—*Has proof of proficiency in assessing teacher performance based upon the Danielson Framework for Teaching. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision*

❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Distinguished
The principal • Cannot **provide evidence of <u>proficiency</u>** in observation.	**The principal** • **<u>Provides evidence of evaluator proficiency</u>** to assess teacher performance with accuracy and consistency based upon Danielson *Framework for Teaching*.	**The principal** • Consistently **<u>provides evidence of evaluator proficiency</u>** by annually renewing and recalibrating proficiency at assessing teacher performance, based upon Danielson *Framework for Teaching*, with accuracy and consistency.	**The principal** • Leads or support the development in measuring and analysis of district's instructional leaders' **<u>proficiency levels</u>** based upon Danielson Framework, determined annually and supports professional development (PD) based upon levels of proficiency.
• Does not encourage **<u>Professional Learning Plans</u>** with staff and teachers during the evaluation process.	• Encourages **<u>Professional Learning Plans</u>** with staff and teachers during the evaluation process, using self-reflection, student growth goals and formative and summative conversations at the beginning and ending of each year.	• Involves **<u>Professional Learning Plans</u>** for staff and teachers in the evaluative process, encouraging staff to incorporate reflective goal setting practices prior to the school year, collects formative assessment and student growth data during the course of the school year, which informs summative evaluation and instructional staff upcoming instructional goals, using a cyclical process to improve instructional practices.	• Leads or mentors district leadership staff in using **Professional Learning Plans**, supporting teachers and staff in incorporating reflective goals setting prior to the year and at year's end, collecting formative assessment and student growth data during the course of the school year, which informs summative evaluation and instructional staff upcoming instructional goals, using a cyclical process to improve instructional practices.

3.e Evaluation—*Uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness*

❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Highly Effective
The principal • Staff and teacher **evaluations are not differentiated** based upon pupil personal.	**The principal** • Staff and teacher **evaluations are differentiated for pupil personal** certificate holders, aligned to the Danielson Framework for Teaching with **professional development differentiated**, as appropriate.	**The principal** • Staff and teacher evaluation are explicit, reflecting differentiated **evaluation for pupil personal certificate holders**, aligned to the Danielson Framework for Teaching, with performance reflecting specific and measureable improvements along the performance continuum with **clear differentiated professional development** for faculty, as appropriate.	**The principal** • Leads or mentors district leadership in using evaluations that are explicit, reflecting differentiated **evaluation for pupil personal certificate holders**, aligned to the Danielson Framework for Teaching, with performance reflecting specific and measureable improvements along the performance continuum with **clear differentiated professional development** for faculty, as appropriate.
• Adheres to legal requirements for **teacher and staff evaluation**.	• Creates processes to provide formative and summative **evaluation feedback to staff and teachers**, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using some data to inform professional development.	• Evaluation process utilizes multiple assessments, using formative and summative feedback to **evaluate staff members and teachers**, informing them of the effectiveness of their instruction and uses analyzes of evaluation results to inform professional development.	• Leads or mentors other district leadership on the use of multiple measures and multiple years evaluation data, using formative and summative feedback to evaluate staff members and teachers, informing them of the effectiveness of their instruction and using an analyzes of evaluation results to inform professional development.

3.f Recruitment and Retention—*Recruits and maintains a high quality staff*

❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Distinguished
The principal • Has little success in **recruiting, selecting, or hiring highly qualified** and effective personnel	**The principal** • Has had some success in **recruiting, selecting, and hiring** highly qualified personnel, based on selection process on district policy	**The principal** • Actively r**ecruits**, carefully s**electing and hiring** highly qualified and highly effective personnel based on school needs and selection process on district policy	**The principal** • Advocates for and contributes to district efforts to **recruit and retain** a highly qualified and highly effective personnel encouraging diversity in school staff
• Creates a **work environment** for teachers where staff feels isolated and unvalued.	• **Work environment** leads some staff to view themselves as members of a team where efforts are valued by some.	• Emphases of **school environment** lead staff to view themselves as members of a team, where staff achievements are consistently celebrated on a regular basis, where members feel valued.	• Advocates and leads district leadership to create a work **environment for district staff** and teachers where they view themselves as members of a school and district team that are harmonious, where staff achievements are routinely celebrated and district and school staff feel valued.
• Has little to no support or ongoing **mentoring or coaching** in place.	• The school has established a **mentoring system** where teachers meet occasionally, supporting where they can.	• Has established a structured, comprehensive and sustained **mentoring or coaching** program designed to provide varied and scafolded supports where new teachers are supported in an individualized mentoring or coaching program.	• Leads or supports the efforts in a districtwide structured, comprehensive and sustained **mentoring or coaching** program where new teachers are supported in a variety of scaffolded supports, designed to be individualize for the mentoring or coaching participants.

Possible Supporting Evidence for 3. Instructional Leadership: **An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He/she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.**

Examples of Artifacts That May be Used to Support Rating:	Evidence Provided by Artifact:
☐ Parent Feedback	
☐ Student Feedback	
☐ Supervisor Feedback	
☐ Parent Feedback	
☐ Meeting agenda, minutes, and rosters	
☐ Parent Newsletters	
☐ School Visits	
☐ Staff Feedback	
☐ Formative and Summative Evaluations of Staff	
☐ Classroom Observation Logs	
☐ School Targets for increased Academic Participation and Achievement	
☐ Goals and Progress for Student Growth	
☐ Student Achievement information	
☐ Web-based reports	

Examples of Artifacts That May be Used to Support Rating:	Evidence Provided by Artifact:
☐ Sign in sheets for trainings	
☐ Technology inventory	
☐ Curricula and Standards Alignment	
☐ School Improvement Plan	
☐ Hiring and Retention Data	
☐ Professional Development for Staff	
☐ Other	
☐ Other	

Overall Instructional Leadership Rating

❑ **Unsatisfactory**   ❑ **Basic**   ❑ **Proficient**   ❑ **Distinguished**

Justification:

1. <u>School Climate</u>: **An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.**
   ❑ **Unsatisfactory**   ❑ **Basic**   ❑ **Proficient**   ❑ **Distinguished**

2. <u>Collaborative Leadership</u>: **An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He/she uses research and/or best practices in improving the education program.**
   ❑ **Unsatisfactory**   ❑ **Basic**   ❑ **Proficient**   ❑ **Distinguished**

3. <u>Instructional Leadership:</u> **An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He/she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.**
   ❑ **Unsatisfactory**   ❑ **Basic**   ❑ **Proficient**   ❑ **Distinguished**

Overall Rating for Principal:

❑ **Unsatisfactory**   ❑ **Basic**   ❑ **Proficient**   ❑ **Distinguished**

Justification: