

Evaluation of:		E	Exemplary	21 School-Level Leadership Responsibilities: McRel Meta-Analysis 2007	
Evaluated by:		P	Proficient		
Date:		D	Developing		
		U	Unsatisfactory		
The extent to which the principal...	Practices used to fulfill the areas of responsibility	Eval Rating	Evaluator Comments	Self Rating	Self Comments
Affirmation: Recognizes and celebrates school accomplishments and acknowledges failures	Systematically and fairly recognizes the accomplishments of teachers and staff				
	Systematically and fairly recognizes and celebrates the accomplishments of students and the school as a whole				
Change Agent: Is willing to and actively challenges that status quo	Consciously challenges the status quo				
	Is willing to lead change initiatives with uncertain outcomes				
	Systematically considers new and better ways of doing things				
	Consistently attempts to operate at the edge versus the center of the school's competence				
Communication: Establishes strong lines of communication with teachers and among students	Is easily accessible to teachers and staff				
	Develops effective means for teachers and staff to communicate with one another				
	Maintains open and effective lines of communication with teachers and staff				

Contingent Rewards: Recognizes & rewards individual accomplishments	Contingent Rewards: Recognizes & rewards individual accomplishments				
	Uses performance versus seniority as the primary criteria for rewards and recognition				
	Uses hard work and results as the basis for rewards and recognition				
	Recognizes individuals who excel				
Culture: Fosters shared beliefs & a sense of community and cooperation	Promotes a sense of well being among teachers and staff				
	Promotes cohesion among teachers and staff				
	Develops an understanding of purpose among teachers and staff				
	Develops a shared vision of what the school could be like				
	Promotes cooperation among teachers and staff				
Discipline: Protects teachers from issues and influences that would detract from their teaching time or focus	Protects instructional time from interruptions				
	Protects/shelters teachers and staff from internal and external distractions				
Flexibility: Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	Is comfortable with making major changes in how things are done				
	Encourages people to express diverse opinions contrary to those held by individuals in position of authority.				
	Adapts leadership style to the needs of specific situations				
	Is directive or non-directive as the situation warrants				

Focus: Establishes clear goals and keeps those goals in the forefront of school's attention	Establishes high concrete goals and expectations that all students meet them.				
	Establishes high, concrete goals for curriculum, instruction, and assessment practices within the school				
	Establishes high, concrete goals for the general functioning of the school				
	Continually keeps attention on established goals				
Ideals/Beliefs: Communicates and operates from strong ideals and beliefs about schooling	Possesses well-defined beliefs about schools, teaching, and learning				
	Shares beliefs about school, teaching, and learning with the teachers and staff				
	Demonstrates behaviors that are consistent with beliefs				
Input: Involves teachers in the design and implementation of important decisions	Provides opportunities for teacher and staff input on all important decisions				
	Provides opportunities for teachers and staff to be involved in developing school policies				
	Uses leadership teams in decision-making				
Intellectual Stimulation	Keeps informed about current research and theory on effective schooling				
	Continually exposes teachers and staff to cutting-edge research and theory on effective schooling				

	Fosters systematic discussion regarding current research and theory on effective schooling					
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<p>Involvement in CIA: Is directly involved in the design and implementation of curriculum, instruction, and assessment practices</p>	<p>Is directly involved in helping teachers design curricular activities and address assessment and instructional issues</p>				
<p>Knowledge of CIA: Is knowledgeable about current curriculum, instruction, and assessment practices</p>	<p>Possesses extensive knowledge about effective curricular, instructional, and assessment practices</p>		<p>The preponderance of research requires implementation of the Marzano instructional template.</p>		
	<p>Provides conceptual guidance regarding effective classroom practices</p>				
<p>Monitor/Evaluate: Monitors the effectiveness of school practices and their impact on student learning.</p>	<p>Continually monitors the effectiveness of the school's curricular process</p>				
	<p>Continually monitors the effectiveness of the school's instructional process</p>				
	<p>Continually monitors the effectiveness of the school's assessment process</p>				
	<p>Continually monitors the effectiveness of the school's practices on student achievement.</p>				
<p>Optimize: Inspires and leads new and challenging innovations</p>	<p>Inspires teachers and staff to accomplish things that might be beyond their grasp.</p>				
	<p>Is the driving force behind major initiatives.</p>				
	<p>Portrays a positive attitude about the ability of teachers and staff to accomplish substantial things.</p>				

Order: Establishes a set of standard operating procedures and routines.	Provides and reinforces clear structures, rules, and procedures for teachers and staff.					
	Provides and reinforces clear structures, rules, and procedures for students.					
Outreach: Is an advocate and spokesperson for the school to all stakeholders	Ensures the school complies with all district and state mandates					
	Is an advocate of the school with the community at large.					
	Is an advocate of the school with parents.					
	Is an advocate of the school with central office.					
Relationships: Demonstrates awareness of three personal aspects of teachers and staff.	Is informed about significant personal issues within the lives of teachers and staff					
	Maintains personal relationships with teachers and staff.					
	Is aware of the personal needs of teachers and staff.					
	Acknowledges significant events in the lives of teachers and staff.					
Resources: Provides teachers with materials and professional development necessary for the successful execution of their jobs.	Ensures that teachers and staff have the necessary materials and equipment.					
	Ensures that teachers and staff have the necessary professional development opportunities that directly enhance their teaching.					

Situational Awareness: Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems.	Is aware of informal groups and relationships among teachers and staff.				
	Is aware of the issues in the school that have not surfaced but could create discord.				
	Accurately predicts what could go wrong from day to day.				
Visibility: Has quality contacts and interactions with teachers and students.	Makes systematic and frequent visits to the classroom.				
	Is highly visible to students, teachers, and parents.				
	Has frequent contact with students.				