



## Minnesota Principal Development and Evaluation Rubric



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Introduction .....	2
Notes on the Structure of the Rubric.....	2
Summary of Performance Measures and Indicators .....	4
<b>Performance Measure #1: Develops, Advocates for, and Enacts a Shared Vision for High Student Achievement Supported by a Culture of High Expectations and Family Engagement.....</b>	<b>5</b>
A: Develops and enacts a shared vision for high achievement and post-secondary success for all students .....	5
B: Identifies school-wide priorities, establishes rigorous, measureable and aligned goals for student learning and implements a strategic plan to achieve those goals .....	6
C: Builds a sense of community where all students and adults are valued and fosters a shared commitment to high expectations for student and adult behaviors aligned to the vision .....	8
D: Develops cultural competence in the school community and promotes responsiveness to both the resources and the biases connected to race, culture and diversity.....	9
E: Engages families and communities in the academic success of students .....	10
<b>Performance Measure #2: Provides Instructional Leadership for High Student Academic Performance .....</b>	<b>11</b>
A: Ensures implementation of curricula and assessments aligned to college and career readiness standards .....	11
B: Supports teachers in implementing high-quality, effective classroom instructional strategies to meet diverse student learning needs, increase intellectual challenge, and drive increases in student achievement.....	12
C: Tracks and analyzes multiple forms of qualitative and quantitative student data to drive instructional and intervention strategies and to monitor the effectiveness of those strategies .....	13
D: Provides coherent systems of academic and social supports and services to meet the range of learning needs of each student .....	14
<b>Performance Measure #3: Develops and Maintains a High-Quality, Effective Staff .....</b>	<b>15</b>
A: Implements a cohesive approach to recruiting, selecting, assigning, and retaining effective staff .....	15
B: Facilitates high-quality professional learning for teachers and other staff.....	16
C: Increases teacher and staff effectiveness through high-quality observations, actionable feedback, coaching, and evaluation .....	17
D: Selects, develops and supports a high-performing instructional leadership team with a diverse skill set .....	19
<b>Performance Measure #4: Demonstrates Ethical Personal Leadership through Relationship Building, Effective Communication, and Self-Reflection .....</b>	<b>20</b>
A: Models appropriate personal, professional, and ethical behavior that is respectful and fair .....	20
B: Maintains a relentless focus on student learning and demonstrates resiliency in the face of challenge.....	21
C: Constructively manages and adapts to change and employs problem-solving strategies with the ultimate goal of improving student achievement .....	22
D: Demonstrates strong communication, facilitation and interpersonal skills for multiple audiences .....	23
E: Models self-awareness, reflection and ongoing learning .....	23
<b>Performance Measure #5: Strategically Manages and Monitors School Systems and Operations .....</b>	<b>24</b>
A: Organizes and manages resources (e.g., time, money, technology) in alignment with school priorities and goals .....	24
B: Maintains a safe, secure and respectful learning environment for all students and adults .....	25
C: Ensures the school is in compliance with district initiatives and with local, state and federal laws, standards and regulations.....	25

# Minnesota Principal Development and Evaluation Rubric

## Introduction

The Minnesota Principal Evaluation Rubric is a tool designed to help principal supervisors to effectively support and evaluate principal practice. The rubric provides common language for evaluators and principals to use in assessing practice and focuses on the actions that principals take to improve achievement for all student groups in Minnesota public schools. As such, it can be used both for development purposes – identifying areas of strength and areas of growth for individual principals; and for accountability purposes – providing the evidentiary basis for human resource decisions related to principals. The first version of the rubric was developed through a collaborative process involving key stakeholders in Minnesota. This refined version of the rubric, developed with the support of [New Leaders](http://www.newleaders.org) (www.newleaders.org) and with further input from key state stakeholders, makes a number of refinements designed to help users better differentiate among performance levels and more accurately interpret language. This refined version addresses overlaps in concepts across actions and indicators, and focuses the rubric on fewer actions to be measured. The current version also incorporates language from the National Professional Board for Educational Administration’s 2015 Professional Standards for Educational Leaders (formerly known as the ISLLC standards). The publication of the NPBEA-PSEL provided an opportunity to examine the Minnesota Principal Evaluation Rubric against nationally-developed standards for principals.

## Notes on the Structure of the Rubric

The following terms are important for understanding the structure of the rubric:

**Performance Measure:** A high-level category of leadership relevant to the practice of school principals. The rubric includes five performance measures:

1. Develops, Advocates for, and Enacts a Shared Vision for High Student Achievement Supported by a Culture of High Expectations and Family Engagement
2. Provides Instructional Leadership for High Student Academic Performance
3. Develops and Maintains a High-Quality, Effective Staff
4. Demonstrates Ethical Personal Leadership through Relationship Building, Effective Communication, and Self-Reflection
5. Strategically Manages and Monitors School Systems and Operations

**Indicator:** A more specific category of leadership relevant to the practice of school principals. For each performance measure, there are between three and five indicators. The titles of the indicators appear at the top of each section of the rubric and are denoted by letters. For example, the first indicator under Performance Measure 1 is “A: Develops and enacts a shared vision for high achievement and postsecondary success for all students.” Evaluators and principals can refer to this indicator as 1A.

**Actions:** Highly specific leadership practices undertaken by school principals. There are multiple actions for each indicator, each of which has an action title and detailed descriptions across four levels of performance (see below).

**Examples of Evidence:** Descriptions of practices and outcomes that might be visible if a principal’s practice reflects the effective performance level associated with the indicator. Note that the examples of evidence (which can be found below each section of the rubric) cut across multiple actions, since they represent possible evidence at the indicator level. Note also that these are not sources of evidence (e.g., direct observations of principal practice, review of school improvement plans, etc.). However, the Minnesota Department of Education has created a companion document describing sources of evidence that evaluators might use to find evidence of principal practice (*Principal Leadership Evidence-Gathering Tool for Minnesota Principal Supervisors*).

**Performance descriptions:** Descriptions of principal practice in each action across four levels of performance. The four levels are defined as follows:

**Exemplary:** Principals rated “Exemplary” distinguish themselves by building the capacity of others and by building systems to sustain improvements over time. They continuously demonstrate an accomplished, expert level of performance on all of the performance measures. Specifically, they

- Ensure students from all identified student groups receive rigorous, individualized instruction to drive them to high levels of achievement.
- Build and sustain a positive culture of high expectations that supports the development of all students’ academic skills and social emotional learning development.
- Build the capacity of others to assume leadership roles in the school.
- Consistently implement systems, structures, and policies that support student learning and adult development.

**Effective:** Principals rated “Effective” consistently implement effective leadership practices and demonstrate a satisfactory level of performance on almost all of the performance measures. Specifically, they

- Ensure students from all identified student groups receive sound instruction to support high levels of student achievement.
- Build and sustain a positive culture of high expectations that supports the development of students’ academic skills and social emotional learning development.
- Develop some staff capacity to take on additional responsibilities and leadership roles.
- Consistently implement systems and structures that support student learning.

**Development Needed:** Principals rated “Development Needed” demonstrate the knowledge and awareness of effective leadership practices, but do not consistently or effectively execute those practices. They may demonstrate appropriate effort but show limited evidence of impact. Novice leaders may find that they are rated “Development Needed” in some performance measures as they are developing their practice. Specifically, they

- Create structures that aim to support instruction and to improve achievement with limited implementation.
- Attempt to develop a culture that supports the development of students’ academic skills and social emotional learning development.
- Demonstrate basic knowledge and awareness of how to develop capacity in others but limits this work to a select group of staff.
- Develop systems for student learning that are inconsistently implemented.

**Unsatisfactory:** Principals rated “Unsatisfactory” have not met the standard and have not demonstrated acceptable levels of performance on the performance measures. Their practice and outcomes are unacceptable and require immediate attention and monitoring. Specifically, they

- Make decisions that negatively impact instruction, student achievement, and equitable outcomes.
- Build a culture that negatively impacts the development of students’ academic skills and social emotional learning development.
- Restrict the involvement of key staff in making key decisions about the school.
- Are unable or unwilling to implement structures, systems, or processes that support student learning.

## Summary of Performance Measures and Indicators

### **Performance Measure #1: Develops, Advocates for, and Enacts a Shared Vision for High Student Achievement Supported by a Culture of High Expectations and Family Engagement**

- A. Develops and enacts a shared vision for high achievement and postsecondary success for all students
- B. Identifies school-wide priorities, establishes rigorous, measureable and aligned goals for student learning and implements a strategic plan to achieve those goals
- C. Builds a sense of community where all students and adults are valued and fosters a shared commitment to high expectations for student and adult behaviors aligned to the vision
- D. Develops cultural competence in the school community and promotes responsiveness to both the resources and the biases connected to race, culture and diversity
- E. Engages families and communities in the academic success of students

### **Performance Measure #2: Provides Instructional Leadership for High Student Academic Performance**

- A. Ensures implementation of curricula and assessments aligned to college and career readiness standards
- B. Supports teachers in implementing high-quality, effective classroom instructional strategies to meet diverse student learning needs, increase intellectual challenge, and drive increases in student achievement
- C. Tracks and analyzes multiple forms of qualitative and quantitative student data to drive instructional and intervention strategies and to monitor the effectiveness of those strategies
- D. Provides coherent systems of academic and social supports and services to meet the range of learning needs of each student

### **Performance Measure #3: Develops and Maintains a High-Quality, Effective Staff**

- A. Implements a cohesive approach to recruiting, selecting, assigning, and retaining effective staff
- B. Facilitates high-quality professional learning for teachers and other staff
- C. Increases teacher and staff effectiveness through high-quality observations, actionable feedback, coaching, and evaluation
- D. Selects, develops and supports a high-performing instructional leadership team with a diverse skill set

### **Performance Measure #4: Demonstrates Ethical Personal Leadership through Relationship Building, Effective Communication, and Self-Reflection**

- A. Models appropriate personal, professional, and ethical behavior that is respectful and fair
- B. Maintains a relentless focus on student learning and demonstrates resiliency in the face of challenge
- C. Constructively manages and adapts to change and employs problem-solving strategies with the ultimate goal of improving student achievement
- D. Demonstrates strong interpersonal, communication and facilitation skills for multiple audiences
- E. Models self-awareness, reflection and ongoing learning

### **Performance Measure #5: Strategically Manages and Monitors School Systems and Operations**

- A. Organizes and manages resources (e.g., time, money, technology) in alignment with school priorities and goals
- B. Maintains a safe, secure and respectful learning environment for all students and adults
- C. Ensures the school is in compliance with local, state, and federal laws, standards, regulations, and district initiatives

# Performance Measure #1: Develops, Advocates for, and Enacts a Shared Vision for High Student Achievement Supported by a Culture of High Expectations and Family Engagement

## A: Develops and enacts a shared vision for high achievement and post-secondary success for all students

<i>Action</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
Develops shared vision	Shares leadership in developing a vision for academic and postsecondary success for all identified student groups	Engages stakeholders in developing a school vision for high student achievement and postsecondary success for all identified student groups	Develops a school vision for high student achievement and postsecondary success and provides some opportunities for staff and students to provide input on the school vision	Adopts a vision that lacks a focus on student achievement or postsecondary success or fails to develop or communicate a school vision
Implements shared vision	Inspires all adults and students in the school and community to adopt and enact the vision; builds the capacity of staff to implement effective instructional strategies to achieve the vision; ensures all decisions are aligned to and support the vision	Supports adults and students in the school and community in taking ownership of the vision; works with the leadership team to implement effective instructional strategies to achieve the vision; makes decisions aligned to and in support of the vision	Broadly communicates the vision to adults and students in the school community; identifies instructional strategies that may align to the vision; may consider the vision when making decisions	Makes limited attempts to implement the vision; makes decisions without considering alignment with the vision

### Examples of Evidence

- Written values and beliefs reflect high expectations for all groups of students
- School vision is clearly articulated and understood by all staff
- School vision includes a focus on student academic achievement and social/emotional development

**B: Identifies school-wide priorities, establishes rigorous, measureable and aligned goals for student learning and implements a strategic plan to achieve those goals**

<i>Action</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
Uses data to establish goals for student learning	Builds the capacity of staff to collaboratively and continuously analyze summative and interim learning outcomes for identified student groups, predictive indicators, and school practices; builds the capacity of staff to diagnose the current state of the school, set school priorities and goals, and establish grade level targets using disaggregated data	Engages school leaders in a comprehensive analysis of the school’s strengths and growth areas by analyzing student outcomes and school practices; diagnoses the current state of the school and sets school priorities and goals; engages staff in developing specific, measurable grade level targets using disaggregated data	Confers with a subset of the leadership team to review summative student achievement results and selected school practices; omits key data that would support an accurate diagnosis of the school and precise goal setting; informs teachers of the targets for their classrooms	Completes a cursory review of the school’s strengths and weaknesses using annual student achievement results; may misinterpret data patterns; may set goals unrelated to student learning and/or not adequately specific or measureable
Implements a coherent strategic plan for instruction	Engages staff in developing and implementing a strategic plan that describes weekly and monthly milestones and strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving learning targets; builds the capacity of staff to examine practices based on practical evidence and research and to identify misalignments between school and district priorities	Develops and implements a strategic plan that identifies weekly and monthly milestones and describes strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets; examines school practices on the basis of practical evidence and research and identifies misalignments between school and district priorities	Drafts a strategic plan that identifies monthly milestones and some strategies for effective instruction to support students in working toward learning targets; references evidence from research and practice in judgments about the effectiveness of school practices, may miss some misalignments between school and district priorities judgments about the effectiveness of school practices; misses opportunities to align strategies	Rarely shares school priorities or baseline student learning goals with staff; rarely formalizes strategies or plans to reach school priorities or goals; does not use evidence from research or practice to inform judgments about the effectiveness of school practices; misses opportunities to align strategies

Performance Measure 1

<i>Action</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
Monitors progress toward goals and adjusts strategies for continuous improvement	Supports staff ownership of and accountability for monitoring progress toward student learning goals; builds the capacity of staff to use disaggregated formative and summative data and other leading indicators to monitor, track, and review progress, systematically adjusting strategies where needed	Develops and implements systems to track and analyze disaggregated formative and summative data and other leading indicators to monitor progress toward student learning goals; implements revised strategies as supported by the data	Periodically reviews data but shows limited ability to adjust strategies and practices in order to reach goals	Monitors annual student data but does not relate it to progress toward student learning or use it to inform adjustment to classroom strategies

**Examples of Evidence**

- Protocols and processes to diagnose the current state of the school (including review of data, school practices, and instructional practices) are clear and transparent to all staff
- Each grade and identified student group has specific student outcome targets, clear milestones, and benchmarks to track student outcomes and school practice implementation
- Strategic plan priorities are public – stakeholders share a common understanding of short and long-term milestones and goals
- Teacher leaders and members of the leadership team focus weekly discussions on student learning outcomes

**C: Builds a sense of community where all students and adults are valued and fosters a shared commitment to high expectations for student and adult behaviors aligned to the vision**

<i>Action</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
Promotes equity and high expectations	Publicly models beliefs in the potential of every student to achieve at high levels; confronts adults who display low assumptions about student potential	Builds expectation for students, staff, and parents that success is possible for all students and challenges low expectations; confronts adults who display low assumptions about student potential	Asserts belief that all students can achieve at high levels with staff and school community; attempts to learn about and to share successes in an effort to challenge low expectations	Rarely demonstrates confidence in the potential of every student to achieve at high levels; avoids confronting staff who have low expectations for some or all students
Implements consistent behavior expectations aligned with school values	Builds the capacity of staff and students to translate the school’s values into specific expectations for adults and students; consistently models and teaches the school’s values and ensures staff explicitly teach expectations to students; consistently and fairly implements positive behavior interventions and supports; tracks discipline data to ensure equitable application of positive and negative consequences	Translates the school’s values into specific expectations for adults and students; ensures staff explicitly teach expectations to students; consistently and fairly implements positive behavior interventions and supports	Communicates the school’s values to staff and students; implements positive behavior interventions and supports; attempts to fairly apply positive and negative consequences	Sends inconsistent messages about the school’s values and behavioral expectations; inconsistently applies positive behavior interventions and supports; tolerates discipline violations and allows positive student and staff behavior to go unrecognized
Supports positive relationships	Develops school-wide capacity to establish trusting relationships and supports positive relationships among and between all stakeholder groups; ensures that each student is valued through systems that foster and facilitate strong connections with other students and adults	Enhances and maintains trusting relationships among and between stakeholder groups; fosters strong connections among students and adults by ensuring that every student has at least one trusting and supportive adult connection	Articulates a belief that building and maintaining relationships is important and works to establish or enhance relationships; supports meaningful connections between students and adults	Does not consistently develop positive relationships and/or undermines positive relationships that exist

**Examples of Evidence**

- School-wide code of conduct aligned with district and school priorities is in place and consistently implemented across all classrooms
- A system of positive behavior interventions and supports is in place and is consistent with the school values
- Behavior data indicates no over-representation of any identified student groups in exclusionary discipline practices such as suspension
- Values and behaviors are referenced in daily school structures
- Students are known well by multiple adults and report a strong sense of belonging
- Students hold one another accountable for student conduct

**D: Develops cultural competence in the school community and promotes responsiveness to both the resources and the biases connected to race, culture and diversity**

<i>Action</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
Promotes diversity in the school community	Recruits individuals within the community and establishes and/or joins networks with families, community partners, and underrepresented populations to develop relationships to solve problems, pursue shared purposes, and enhance the learning environment	Utilizes the community’s cultural, social, economic, and intellectual resources to enhance the learning environment both school-wide and within classrooms	Acknowledges the community’s cultural, social, economic, and intellectual resources	Rarely or inconsistently demonstrates an appreciation of and need for the cultural, social, economic, and intellectual diversity of the school community
Confronts biases and engages in conversations about diversity	Confronts and corrects intolerant statements directed at individuals or groups; builds the school’s collective capacity to engage in conversations about race, diversity and culture as well as how they may impact student learning; leads staff through a process to understand how their personal experiences shape their interpretation of the world and leads them through a process to identify students’ strengths and assets	Confronts and corrects intolerant statements directed at individuals or groups; initiates conversations about race, diversity and culture as well as about how they may impact student learning; provides formal and informal professional development to staff to improve their understanding of how their personal experiences inform their assumptions about students and the school community	Attempts to address intolerant statements that intimidate individuals or groups; responds reactively to conversations about race, diversity and culture, but rarely initiates conversations; provides whole group undifferentiated professional development about working in and supporting a diverse community	Rarely addresses policies or practices that systematically exclude groups from participating in the school environment; avoids conversations about race and diversity and demonstrates limited awareness of the impact of diversity on student learning; rarely addresses or corrects intolerant statements directed at individuals or groups and does not create an environment that supports all students
Promotes culturally responsive practice	Builds the capacity of school leaders to implement and monitor culturally responsive teaching strategies and school practices	Promotes and monitors the implementation of culturally responsive teaching strategies and school practices	Encourages teachers and staff to use culturally responsive teaching strategies and school practices	Does not promote or monitor the implementation of culturally responsive teaching strategies and school practices

**Examples of Evidence**

- Adults and students monitor themselves and hold each other accountable for language, attitudes, and behaviors that are offensive or uninformed around racial or cultural differences
- Staff participate in and lead learning experiences where they explore their personal assumptions and their approach to diversity
- Community conversations about culture and diversity occur regularly
- Staff dialogue about families reflects high student expectations and positive perceptions of families

### E: Engages families and communities in the academic success of students

<i>Action</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
Welcomes families and community members in to the school	Creates a school-wide culture in which all families and community members are welcomed into the school; shares the school vision for high student achievement with all visitors	Builds the capacity of staff to welcome all family and community members into the school and to share the school’s vision for high student achievement with all visitors	Sets expectations for staff on the process/tone for welcoming families and community members into the school	Rarely or inconsistently welcomes families or community members into the school
Supports student learning at home	Develops, implements and monitors systems to engage families as learning partners, including setting shared goals for their children’s academic achievement and using research-based strategies for supporting student learning at home; builds the capacity of staff to regularly communicate with students and parents about student progress	Implements strategies to engage families as learning partners, including setting shared goals for their children’s academic achievement and using research-based strategies for supporting student learning at home; develops and implements protocols to ensure frequent communication with students and parents about student progress	Promotes the use of strategies to engage families as learning partners, but does not monitor implementation; communicates student accountability and assessment data to students and parents through mandated reporting systems	Does not promote the use of strategies to engage families as learning partners; does not accurately communicate student assessment and accountability data with students or parents

#### Examples of Evidence

- Families say they feel included and invested in the school
- Families are given strategies and tools to support student learning outside the school day
- Families have multiple ways to communicate with staff
- Communications from families and stakeholders are responded to in a timely manner, with appropriate tone, and with a tailored message

## Performance Measure #2: Provides Instructional Leadership for High Student Academic Performance

### A: Ensures implementation of curricula and assessments aligned to college and career readiness standards

<i>Action</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
Implements curricula aligned to college and career readiness standards	Builds the capacity of staff to develop and implement curriculum aligned to college and career readiness standards; ensures curricular alignment across grades and subject areas at student transition points, in and out of the school	Engages the leadership team and other key staff in developing and implementing curriculum aligned to college and career readiness standards; Ensures curriculum is aligned vertically and horizontally within the standards	Provides opportunities for horizontal standard alignment through grade-level or team meetings, with attempts to align curriculum to college and career readiness standards	Allows classroom curriculum to be a matter of individual teacher discretion and autonomy and does not monitor for alignment to college and career readiness standards
Supports the development and implementation of standards-based lesson and unit plans	Builds the capacity of staff to analyze standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; implements ongoing systems to review and improve unit and lesson plans based on student outcomes	Leads analyses of standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; oversees revisions to unit and lesson plans based on student outcomes	Encourages teachers to analyze standards, curricula, and aligned assessments to develop and implement their own lesson and unit plans; oversees revisions to some unit and lesson plans based on student outcomes	Supports staff use of misaligned lesson and units that are disconnected from year-end goals; rarely encourages teachers to adjust lesson or unit plans based on student outcomes

#### Examples of Evidence

- Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a career and college readiness track
- Instructional decisions, including student grouping and targeting for interventions, are based on periodic assessments, classroom tests, and teacher designed tests
- Lesson plans, unit plans, and curricular materials are aligned to content standards

**B: Supports teachers in implementing high-quality, effective classroom instructional strategies to meet diverse student learning needs, increase intellectual challenge, and drive increases in student achievement**

<i>Action</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
Implements effective instructional strategies and assessments to meet student learning needs	Builds the capacity of staff to effectively implement a variety of rigorous instructional strategies and assessments that meet student needs and drive learning for all identified student groups	Supports staff in effectively implementing a variety of rigorous strategies and assessments that meet student needs and drive student learning	Provides staff limited support in the use of instructional strategies and assessments that support student learning	Rarely ensures instructional strategies or assessments support student learning;
Monitors the level of student engagement and instructional rigor	Builds the capacity of staff to regularly collect, analyze, reflect, and act on data related to the level of student engagement of and challenge in classrooms	Creates and implements a system for gathering and acting on data related to the level of student engagement and challenge across all classrooms, including seeking feedback from students and teachers	Observes classrooms to identify the level of student engagement and challenge and provides feedback to teachers on those observations	Rarely reinforces the importance of differentiation of instruction and student engagement in student achievement

**Examples of Evidence**

- Classroom activities engage students in cognitively challenging work aligned to standards
- Instructional staff (teachers, coaches, and administrators) effectively incorporate a broad repertoire of pedagogical approaches into lesson plans
- Students report that they are consistently challenged intellectually

**C: Tracks and analyzes multiple forms of qualitative and quantitative student data to drive instructional and intervention strategies and to monitor the effectiveness of those strategies**

<i>Action</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
Tracks student-level data to drive continuous improvement	Uses multiple sources of quantitative and qualitative data to assess and monitor instruction; creates systems for collaborative work to collect and monitor data; uses data appropriately to identify student outcome trends, prioritize needs, and drive continuous improvement	Uses multiple sources of data to monitor instruction, identify student outcome trends, and prioritize needs; creates system for consistent data monitoring that involves teachers and staff; uses data to inform continuous improvement	Uses limited forms of data and does not ensure consistent collection of data for analysis; draws conclusions about instruction with limited data	Inconsistently uses data to evaluate instruction; rarely uses data appropriately to identify trends or prioritize needs
Supports data-driven instructional planning by staff	Develops staff ability to analyze student data, determining team and individual goals, prioritize student learning needs, guide student grouping and re-teaching, and prioritize staff needs and areas for continuous improvement	Designs and implements processes that support teachers' individual and collaborative review of data to drive instructional decisions, teaching plans, and changes in practice for individual teachers	Attempts to support staff in using data to drive instructional decisions; does not monitor consistent use of data	Rarely supports staff in using data to drive instructional decisions

**Examples of Evidence**

- Student performance data is readily available and can be organized by cohort, grade, subject, student group, etc.
- Elementary students who are not yet proficient (basic) are identified and supported to ensure they make progress; secondary students are closely tracked to ensure that they remain “on track” to graduate in four years
- Data are used and reviewed in every teacher team meeting to improve instruction, to determine differentiation, and to drive re-teaching
- Staff monitor student progress through frequent checks for understanding

**D: Provides coherent systems of academic and social supports and services to meet the range of learning needs of each student**

<i>Action</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
Designs and implements academic interventions based on rigorous analysis of data	Engages all staff in analyzing disaggregated student-specific data to determine appropriate differentiations and interventions based on individual students' learning needs that will close achievement gaps; works with staff to use data to make frequent updates to the intervention plan for students or identified student groups not making progress	Focuses staff on analyzing disaggregated student-specific data to determine appropriate differentiations and interventions; uses data to make updates to the intervention plan for students or identified student groups not making progress	Provides limited guidance to teachers regarding differentiation in instruction and implementation of academic interventions for high need students; proposes and implements limited adjustments to interventions	Rarely attempts to ensure that instruction is differentiated based on student need or that students receive appropriate interventions
Supports students' social and emotional development	Builds the capacity of staff to identify key areas of need related to students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making; supports teachers to measure improvements in students' social and emotional learning based on implemented strategies	Works with the leadership team to identify key areas of need related to students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making; supports teachers to learn and consistently implement practices designed to address these needs	Provides teachers with some ideas and supports for how to help students with core social and emotional development skills	Provides minimal or inadequate support for students' social and emotional development needs
Supports external partnerships to maximize student supports and services	Supports staff leadership of partnerships with community-based organizations designed to expand learning for students; regularly measures the impact of such partnerships on student learning goals	Establishes and sustains partnerships with community-based organizations to meet key school needs that are not otherwise addressed through school-based resources	Establishes partnerships with community-based organizations that have limited connection to school goals	Does not engage in productive external partnerships or engages in partnerships that do not align to the school goals

**Examples of Evidence**

- Students receive rapid, data-driven interventions matched to current needs
- Intervention assignments and schedules are frequently updated to reflect student needs and progress
- Core components of social, emotional, and behavioral supports are in place to support student learning
- School improvement plan ties partnership activities to student improvement targets

## Performance Measure #3: Develops and Maintains a High-Quality, Effective Staff

### A: Implements a cohesive approach to recruiting, selecting, assigning, and retaining effective staff

<i>Action</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
Recruits and selects effective teachers	Identifies multiple pipelines within and beyond the district for high-quality recruits; engages all staff in developing and implementing clear, specific selection criteria and hiring processes; proactively identifies vacancies to inform selection; fills vacancies early to ensure the school has a diverse expertise and skill set; builds the capacity of staff to lead and participate in selection and hiring processes	Identifies pipelines within and beyond the district for high quality recruits; develops clear selection criteria and hiring processes; identifies and fills vacancies early to ensure the school has diverse expertise and skill set; involves teacher leaders and the leadership team in selection and hiring processes	Utilizes district resources to identify high quality recruits; drafts basic criteria for selecting and hiring staff; includes some members of the leadership team in selection and hiring processes	Ineffectively utilizes district resources to identify recruits; implements selection criteria that differs by applicant; rarely involves others in the hiring or selection process and lacks transparency in the process
Strategically assigns teachers	Strategically places both new and existing staff in grade levels and content areas to meet overall student needs and to maximize exposure of students needing the most improvement to expert teaching	Places teachers in grade level and content areas based on their qualifications and demonstrated effectiveness	Places teachers in grade level and content areas based on their qualifications	Rarely assesses qualifications when placing teachers; allows teachers to remain in specific grades regardless of their impact; does not share information about placement decisions
Retains effective teachers	Uses multiple data sources including teacher evaluations, surveys, and student learning data to inform a formal retention and improvement process that creates opportunities for growth, development, recognition, and additional leadership roles	Identifies effective teachers and recruits them for leadership roles; implements a formal retention strategy that recognizes effective staff through performance evaluation; and gives retention offers based on effectiveness and student performance	Implements a formal retention process that uses teacher evaluations and student achievement data to determine teachers to be retained, teachers needing improvement, and teachers to be removed	Does not make an effort to recognize or retain effective teachers

#### Examples of Evidence

- School has intensive recruitment, selection (demo lesson, formal interview, interview with a panel of stakeholders), induction and mentoring for any new staff
- Selection and assignment processes focus on placing effective teachers with more students or with the students most in need of support and improvement
- Each staff position has clear performance expectations aligned with school mission and school-wide expectations for instruction and culture
- High percentage of teachers rated effective stay in the school
- Teachers report that the principal supports them to improve and to take risks

**B: Facilitates high-quality professional learning for teachers and other staff**

<i>Action</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
Establishes professional learning priorities	Builds the capacity of teachers and other staff to analyze a variety of student learning results and current research to determine staff learning priorities consistent with school-wide priorities	Works with the leadership team to analyze a variety of student learning results and current research to determine staff learning priorities consistent with school-wide priorities	Analyzes student achievement patterns, reviews current research, and consults with teacher leaders to determine staff learning priorities	Uses personal experience and/or generalized student achievement results to determine staff learning priorities
Creates and monitors structures for professional learning	Provides consistent support, development, coaching/mentoring, and peer learning opportunities for individuals and teacher teams; works with leadership team to design, implement, and monitor the success of a job-embedded professional learning system aligned with curricular, instructional, and assessment needs; provides consistent support, development, coaching/mentoring, and peer learning opportunities	Creates multiple structures for teacher learning including large group, grade level and content team professional development; aligns activities with curricular, instructional, and assessment needs; and dedicates staff time for professional development activities	Relies on whole-group professional development sessions; attempts to align sessions with student learning priorities; only leverages scheduled professional days for staff learning	Offers professional development that is disconnected from student learning priorities; often uses staff learning time for communication of administrative issues rather than focusing on professional learning

**Examples of Evidence**

- Teachers are taught how to use a variety of instructional strategies
- Teacher-driven professional development focuses on student learning challenges and progress toward goals and includes teacher team meetings and peer visitations

**C: Increases teacher and staff effectiveness through high-quality observations, actionable feedback, coaching, and evaluation**

<i>Action</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
Collects high quality observational data	Builds and develops the capacity of the leadership team to conduct frequent, formal and informal observations to collect evidence of teacher practice; tailors teacher observations to the needs of each teacher and to school-wide initiatives; develops interrater reliability with the leadership team by co-observing	Conducts frequent formal and informal observations to collect evidence of teacher practice; tailors teacher observations based on teacher need	Designs a classroom observation approach to gather evidence of teacher practice with limited implementation; attempts to differentiate observations based on teacher need	Observes teachers when they request a formal observation; rarely gathers evidence of teacher practice
Supports individual teacher growth and development	Facilitates continuous, individualized, growth-focused conversations with teachers that provide actionable and timely feedback based on evidence collected from observations and student learning data; facilitates the development and implementation of individual growth and development plans for staff based on evaluation results; develops and implements a transparent system for allocating coaching and other resources to meet most significant needs	Provides, frequent individualized, actionable and timely feedback based on evidence collected from observations and student learning data; monitors the implementation of individual growth and development plans for staff based on evaluation results; ensures that all teachers have some access to coaching and other resources to meet their needs	Provides high level feedback using either observational or student learning data; encourages the development of individual growth and development plans to improve performance based on evaluation results; makes coaching and other resources available	Provides limited, confusing feedback to teachers based on limited data; does not provide staff the opportunity to develop professional growth plans to improve performance based on evaluation results; does not offer coaching or other resources for improvement

Performance Measure 3

<i>Action</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
Completes and uses staff evaluations	Implements, monitors and refines a rigorous, consistent evaluation system aligned to district requirements; ensures final evaluation ratings are evidence-driven and incorporate multiple examples of student outcomes and teacher practice; works with the leadership team to incorporate evaluation results into school planning and decisions about staffing	Implements a consistent evaluation system aligned to district requirements; incorporates evidence of student outcomes and teacher practice in final evaluation ratings; uses evaluation results to inform staffing decisions	Oversees an evaluation system aligned to district requirements; incorporates some evidence of student outcomes and teacher practice to determine final evaluation ratings; sometimes uses evaluation results to inform staffing decisions	Completes required staff evaluation documentation based on limited evidence; rarely incorporates student outcomes or evidence of teaching practice; does not use evaluation results to inform staffing decisions

**Examples of Evidence**

- Instructional feedback builds effective teacher practice and observable changes in teacher practice
- Rigorous evaluation process is completed for every teacher
- Evaluation process, measures and targets are established at the beginning of the year
- Staff is aware of evaluation components, timeline and processes
- Ineffective teachers receive opportunities to improve and are exited if performance does not improve in a timely fashion

**D: Selects, develops and supports a high-performing instructional leadership team with a diverse skill set**

<i>Action</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
Develops a highly-effective leadership team	Establishes an effective leadership team with a relentless focus on student learning; selects highly effective teachers and ensures the team has a variety of skill sets; builds the capacity of the team to oversee complex projects, lead teacher teams and oversee improvement strategies	Establishes a leadership team made up of highly-effective teachers with a range of skill sets; works with leadership team members to lead teacher teams and oversee improvement strategies	Defines the role of the leadership team and selects some members based on skill; develops a plan to and attempts to support the leadership team	Allows ineffective or misaligned staff to serve on the leadership team; rarely provides support to the leadership team

**Examples of Evidence**

- Multiple staff members serve as instructional leaders in the school
- Staff members proactively assume leadership roles
- Leadership team is comprised of fully aligned and highly skilled staff
- Leadership team members consistently lead teacher teams across the school

## Performance Measure #4: Demonstrates Ethical Personal Leadership through Relationship Building, Effective Communication, and Self-Reflection

### A: Models appropriate personal, professional, and ethical behavior that is respectful and fair

<i>Action</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
Demonstrates professionalism and ethical behavior	Articulates and communicates appropriate and respectful behavior to all stakeholders, including parents and the community; demonstrates sound judgment and self-control even in the most difficult and confrontational situations, and provides assistance to colleagues on the techniques of emotional intelligence; supports all staff to protect student, family, and staff confidentiality appropriately	Uses appropriate and respectful behavior at all times; regularly maintains sound judgment and self-control in difficult situations and is attentive to others' emotional needs; protects student, family, and staff confidentiality appropriately, and expects staff to do both as well	Uses appropriate and respectful behavior inconsistently; does not consistently attend to others' emotional needs; does not always protect student, family, and staff confidentiality appropriately	Rarely uses appropriate or respectful behavior; loses his or her temper and or avoids conversations on difficult topics; does not adequately protect student, family, and/or staff confidentiality

#### Examples of Evidence

- Public meetings are characterized by open discourse and respectful behavior
- Teachers and parents report feeling able to speak their minds without fear of consequence

**B: Maintains a relentless focus on student learning and demonstrates resiliency in the face of challenge**

<i>Action</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
Demonstrates resiliency	Builds the capacity of staff to relentlessly maintain the focus of all conversations and initiatives on improving student achievement, closing achievement gaps, and finding solutions despite adversity; actively identifies solutions and remains focused on solutions when faced with set-backs; capitalizes on challenges as opportunities to grow and develop themselves and their staff	Persistently maintains staff focus on improving student achievement and closing achievement gaps despite adversity; identifies solutions when faced with set-backs; supports staff growth and development in the face of challenges	Maintains personal belief in the potential for improving student achievement, but may struggle when faced with adversity; attempts to remain solutions-oriented; partners with a limited number of staff to respond to challenges as they arise	Reacts with visible frustration to challenges and setbacks; easily loses focus on improving student achievement; rarely demonstrates a solutions orientation

**Examples of Evidence**

- Message about goals or possibility does not change in moments of challenge or adversity
- Staff is aware of and can share missteps, mistakes, tactics that were unsuccessful, and how they were used as learning opportunities

**C: Constructively manages and adapts to change and employs problem-solving strategies with the ultimate goal of improving student achievement**

<i>Action</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Development Needed</i>	<i>Unsatisfactory</i>
Manages change	Facilitates opportunities for staff to raise questions, doubts, and feelings about change and to adapt to change; builds the capacity of staff to embrace and support changes that are in the best interest of the students; proactively manages reactions to change and capitalizes on forward moving momentum	Positively supports staff as they raise questions, doubts, and feelings about change and as they adapt to change; embraces changes that are in the best interest of the students; anticipates reactions to change and initiates forward-moving momentum	Provides minimal time for staff to process or adapt to change; supports changes that may be in the best interest of the students; understands that change could raise emotions and attempts to support staff	Passively manages school change while ignoring the role change may have on the school community and rarely provides support to staff during times of change
Resolves conflicts through effective problem-solving	Encourages open dialogue, including soliciting information from those that are contrary to those of authority or in relation to potentially discordant issues; creates and implements collaborative structures for resolving conflicts	Regularly provides opportunities for staff members to express opinions; resolves school-based problems in a fair, democratic way; discusses with staff and implements solutions to address potentially discordant issues	Meets with staff to discuss and implement solutions for potential conflicts; demonstrates awareness of potential problems and areas of conflict within the school	Does not include staff in determining solutions to potential conflicts; ignores or is not aware of potential problems and areas of conflict within the school

**Examples of Evidence**

- Staff are supported through change processes
- School improvement outlines multiple tactics and strategies that can be adapted to reach identified goals
- School improvement plan and long-term school-wide goals are not lowered or adjusted based on negative feedback or because of current or past challenges in making progress
- Staff meetings include specific structures and protocols for encouraging multiple voices before decisions are made

### D: Demonstrates strong communication, facilitation and interpersonal skills for multiple audiences

Action	Exemplary	Effective	Development Needed	Unsatisfactory
Communicates with internal and external stakeholders	Implements effective two-way written and verbal communication structures with district/system managers and all stakeholders; strategically focuses conversations on school goals and values; builds the capacity of staff to lead and participate in conversations and meetings and to tailor messages to the intended audience	Conducts and supports effective two-way written and verbal communication with all stakeholders; strategically engages stakeholders in conversations about school goals and values; works with the leadership team to lead conversations and meetings and tailor messages to the intended audience	Creates systems to share information with stakeholders; hosts conversations and meetings with stakeholders about school goals; supports staff in developing their communication skills	Rarely engages stakeholders in meaningful conversations about the school; rarely communicates the school's goals with stakeholders; rarely supports development of communication skills among staff

**Examples of Evidence**

- Principal supervisor is well informed about key activities and issues at the school
- Systems, processes, and structures are in place to share the current state of the school and solicit feedback
- Meetings have a clear purpose and are well-run and engaging

### E: Models self-awareness, reflection and ongoing learning

Action	Exemplary	Effective	Development Needed	Unsatisfactory
Demonstrates self-awareness and reflection	Models in their own practice and builds the capacity of staff to constantly seek feedback on their own practice, self-reflect, and adapt their leadership practice; takes advantage of multiple learning opportunities aligned with student needs; accepts personal responsibility for mistakes and uses them as learning opportunities	Seeks feedback, self-reflects, and adapts own leadership practice; engages in learning opportunities aligned with student needs; accepts personal responsibility for mistakes	Demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to own leadership practice; seeks some learning opportunities aligned with student needs; accepts partial responsibility for mistakes	Does not accept feedback or adjust leadership practice; resists participating in learning opportunities or accepting responsibility for mistakes

**Examples of Evidence**

- Principal and others publicly share personal failures and the lessons learned from them
- There are structures and opportunities for continuous reflection on performance by individuals and teams

## Performance Measure #5: Strategically Manages and Monitors School Systems and Operations

### A: Organizes and manages resources (e.g., time, money, technology) in alignment with school priorities and goals

Action	Exemplary	Effective	Development Needed	Unsatisfactory
Maximizes time for instruction and professional collaboration	Seeks creative ways to support instructional time for students during and beyond the traditional school day, and monitors the effect of the school schedule on collaborative planning and student achievement	Ensures that instruction is focused, and time is protected to support quality, intensity and student learning; engages staff in planning the schedule in order to maximize the available time for instruction and collaborative planning	Ensures that instructional time meets state requirements, but it is not necessarily protected and/or staff is not engaged to maximize the use of time for instruction and collaborative planning	Does not engage staff in planning effective use of instructional and planning time and allows interruptions during instructional time
Strategically manages resources and maintains operational systems	Maintains a collaborative and transparent process for establishing high-priority goals for student learning and aligning resources to them; procures additional resources by writing grants and developing partnerships to support high-priority goals; develops collaborative processes for oversight of operational systems; focuses own time on instructional priorities	Ensures resources are aligned to a small number of high-priority goals for student learning; designs transparent systems to manage finances; maintains all operational systems; preserves time in own calendar for instructional priorities	Implements district rules and procedures for resource allocation, procurement, and management of operational systems	Does not manage resources in an effective manner and/or exceeds resources; does not maintain most operational systems (e.g., physical safety, legal requirements, daily operations, maintenance of facility, materials and technology resources)
Integrates new learning tools	Ensures students and staff are provided opportunities to learn and utilize best practices in the integrated use of 21st century instructional tools, including technology, to solve problems	Includes integration of 21st century instructional tools, including technology, in instructional expectations and provides learning experiences for staff that support technology's role in students' learning experiences	Provides students and staff access to 21st century instructional tools, including technology	Does not address technology as a tool for achieving goals

#### Examples of Evidence

- Detailed daily/weekly schedule of classes, student interventions, teacher team meetings, and PD sessions are public and managed by leadership team members and are flexible enough to adjust to new priorities and needs
- School calendar of professional development, interim assessments and re-teaching is in place
- Finances and other resources are aligned with strategic priorities
- Students have access to 21st century learning tools

### B: Maintains a safe, secure and respectful learning environment for all students and adults

Action	Exemplary	Effective	Development Needed	Unsatisfactory
Reinforces an environment of safety and respect	Ensures themes of respect, caring, and safety are taught, reinforced, celebrated, and publicized in classrooms and the school; develops and implements structures, outreach, and training to ensure that staff develops the skill set to treat all people equitably; meets all legal requirements for work relationships	Establishes norms of respect, caring, and safety in the school and confronts behaviors that violate those norms; takes appropriate action when inappropriate conduct is reported or observed; meets all legal requirements for work relationships	Promotes themes of respect, caring, and safety in school activities; meets all legal requirements for work relationships	Establishes a school environment focused only on maintaining compliance; does not promote themes of respect, caring, and safety; does not take appropriate actions when inappropriate conduct is reported or observed

#### Examples of Evidence

- Students report feeling safe at school
- Students, parents, and teachers all report that they feel respected and that violations of the school’s code of conduct are addressed swiftly and fairly

### C: Ensures the school is in compliance with district initiatives and with local, state and federal laws, standards and regulations

Action	Exemplary	Effective	Development Needed	Unsatisfactory
Implements responsibilities associated with laws, regulations and district initiatives	Actively participates in the development of district goals and initiatives directed at improving student achievement; works with leadership team to integrate district initiatives into school planning and operations; ensures compliance with federal, state and district mandates, while acting to influence local, district, state, and national decisions affecting student learning	Implements district initiatives directed at improving student achievement; aligns school plans and operations with district initiatives; ensures compliance with federal, state and district mandates	Shows awareness of district goals and initiatives directed at improving student achievement but takes limited action to align school plans and operations with district initiatives; attempts to comply with federal, state and district mandates	Shows limited understanding of district goals and initiatives directed at improving student achievement and/or does not include district initiatives in school plans and operations; does not demonstrate knowledge of applicable federal, state and district mandates

#### Examples of Evidence

- School can effectively respond to any claims of violations of rules and regulations
- Staff can articulate focus on district initiatives and how they align with school goals