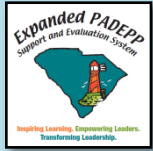**Principal Evaluation Instrument Rubric**

Principal's Name: Evaluator's Name: Date

Standard 1: Vision

An effective educational leader fosters the academic success and well-being of each student by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.
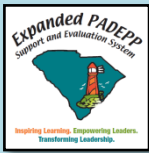
Criteria: Performance criteria below describe the observed levels of proficiency on the standard. Districts may choose to list additional local criteria.
Unsatisfactory performance is characterized by performance below the Needs Improvement level.
The principal's performance is characterized by most of the following in each level:

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.	Involves some stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.	Involves few stakeholders (e.g. school and district personnel, students, families, and community members), does not have a broad vision for the school, or does not have a vision that is compatible with the district's mission and vision.	
Collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the school's vision in order to foster the academic growth and well-being of each student.	Collaborates with some stakeholders, or informs stakeholders, about goals, plans, and priorities consistent with the vision of the school in order to foster the academic growth and well-being of each student.	Collaborates with few stakeholders or seldom informs stakeholders about goals, plans, and priorities, or has not established goals, developed a plan, or set priorities consistent with the vision of the school.	
Communicates the vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis.	Communicates the vision, goals, plans, and priorities to staff, students, parents, and community.	Communicates the vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis.	
Implements, evaluates, and refines the plan of action for achieving the school's vision.	Implements, evaluates, and refines selected portions of the plan of action for achieving the school's vision.	Fails to implement, evaluate, or refine the plan of action for achieving the school's vision.	

Rating:

Standard 2: Instructional Leadership

An effective educational leader fosters the academic success and well-being of each student by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criteria: Performance criteria below describe the observed levels of proficiency on the standard. Districts may choose to list additional local criteria.
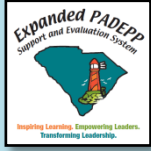**Unsatisfactory** performance is characterized by performance below the Needs Improvement level.
The principal's performance is characterized by most of the following in each level:

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Sets and communicates high standards for curricular/instructional quality and student achievement.	Generally sets and communicates high standards for curricular/instructional quality and student achievement.	Rarely sets and communicates high standards for curricular/instructional quality and student achievement.	
Demonstrates proficiency in analyzing research and assessment data.	Demonstrates some proficiency in analyzing research and assessment data.	Demonstrates little proficiency in analyzing research and assessment data.	
Ensures the use of data from appropriate assessments and educational research to continuously monitor progress and strategically improve instruction in response to ongoing progress monitoring.	Ensures the use of data from most appropriate assessments and educational research to monitor progress and strategically improve instruction in response to progress monitoring.	Rarely ensures the use of data from appropriate assessments and educational research to monitor progress and strategically improve instruction in response to progress monitoring.	
Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.	Routinely observes staff or assists in the implementation of effective teaching and assessment strategies to promote student learning.	Infrequently observes staff or assists in the implementation of effective teaching and assessment strategies to promote student learning.	

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Monitors and evaluates the effectiveness of instructional programs and technology to promote the growth of students.	Monitors and evaluates the effectiveness of most instructional programs and technology to promote the growth of students.	Rarely monitors or evaluates the effectiveness of instructional programs and technology to promote the growth of students.	
Collaborates with teachers and staff on a regular basis to promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.	Collaborates with teachers and staff to promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.	Rarely collaborates with teachers and staff to promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.	

Rating:

Standard 3: Effective Management

An effective educational leader fosters the academic success and well-being of each student by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criteria: Performance criteria below describe the observed levels of proficiency on the standard. Districts may choose to list additional local criteria.
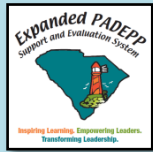**Unsatisfactory** performance is characterized by performance below the Needs Improvement level.
The principal's performance is characterized by most of the following in each level:

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Seeks and allocates resources to achieve school and district goals.	Often seeks or adequately allocates resources to achieve school and district goals.	Rarely seeks or adequately allocates resources to achieve school and district goals.	
Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements.	Plans and administers budgeting and purchasing according to most local, state, and federal requirements.	Plans and administers budgeting and purchasing, with little attention to local, state, and federal requirements.	
Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements to optimize their professional capacity to facilitate student growth.	Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs information and assessment data to optimize their professional capacity to facilitate student growth.	Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, or local, state, and federal requirements.	
Works with teachers and available resources to ensure that each student has equitable access to highly effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	Works with teachers and available resources to ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	Works with teachers and available resources to ensure that some students have equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.	Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.	Demonstrates little ability to manage the supervision or evaluation of staff in accordance with local, state, and federal requirements.	
Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.	Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.	Implements, evaluates, and refines, on an inconsistent basis, procedures for the security and safety of all personnel and students.	
Ensures the maintenance of a clean and aesthetically pleasing school environment.	Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time.	Does not ensure the maintenance of a clean and aesthetically pleasing school environment.	

Rating:

Standard 4: Climate

An effective educational leader fosters the academic success and well-being of each student by advocating, nurturing, and sustaining a positive, equitable school climate.

Criteria: Performance criteria below describe the observed levels of proficiency on the standard. Districts may choose to list additional local criteria.
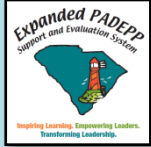**Unsatisfactory** performance is characterized by performance below the Needs Improvement level.
The principal's performance is characterized by most of the following in each level:

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Initiates and maintains strategies to promote collegiality and collaboration among the staff to ensure high expectations for professional work, ethical and equitable practice, child-centered education, and continuous individual and organizational improvement.	Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time to ensure high expectations for professional work, ethical and equitable practice, child-centered education, and continuous individual and organizational improvement.	Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration among the staff to ensure high expectations for professional work, ethical and equitable practice, child-centered education, and continuous individual and organizational improvement.	
Involves parents, students, and the community in efforts to create and maintain a positive learning environment.	Involves some parents, students, and community members in efforts to create and maintain a positive learning environment.	Involves few parents, students, or the community in efforts to create and maintain a positive learning environment.	
Establishes and supervises programs, supports, and services that promote positive social, emotional, and intellectual growth for each student in preparation of college and career readiness and successful life skills.	Establishes and adequately supervises programs, supports, and services that promote positive social, emotional, and intellectual growth for each student in preparation of college and career readiness and successful life skills.	Does not establish or adequately supervise programs, supports, or services that promote positive social, emotional, and intellectual growth for each student in preparation of college and career readiness and successful life skills.	

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements.	Establishes and typically enforces standards for appropriate student behavior according to local, state, and federal requirements.	Neglects to establish or consistently enforce standards for appropriate student behavior according to local, state, and federal requirements.	
Manages conflict and crisis situations in an effective and timely manner.	Manages conflict and crisis situations in an effective and timely manner the majority of the time.	Rarely manages conflict and crisis situations in an effective and timely manner.	
Deals with student misconduct in a prompt and effective manner.	Usually deals with student misconduct in a prompt and effective manner.	Infrequently deals with student misconduct in a prompt and effective manner.	

Rating:

Standard 5: School/Community Relations

An effective educational leader fosters the academic success and well-being of each student by collaborating effectively with stakeholders.

Criteria: Performance criteria below describe the observed levels of proficiency on the standard. Districts may choose to list additional local criteria.
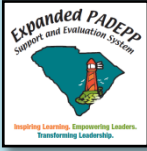**Unsatisfactory** performance is characterized by performance below the Needs Improvement level.
The principal's performance is characterized by most of the following in each level:

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Develops an effective and interactive communications plan and public relations program.	Develops a somewhat effective and interactive communications plan and public relations program.	Does not develop an effective and interactive communications plan and public relations program.	
Participates in school community activities.	Participates in selected school community activities.	Rarely participates in school community activities.	
Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.	Involves some staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.	Inconsistently involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.	
Responds to diverse community interests and needs.	Responds to diverse community interests and needs in most cases.	Rarely considers diverse community interests and needs.	
Creates and sustains a variety of opportunities for parent and community involvement in school activities.	Creates and sustains some opportunities for parent and community involvement in school activities.	Misses opportunities for involving parents and the community in school activities.	

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Builds and sustains productive partnerships with public and private sectors, such as businesses and institutions of higher learning, to promote school improvement and student learning.	Builds or sustains somewhat productive partnerships with public and private sectors, such as businesses and institutions of higher learning, to promote school improvement and student learning.	Misses opportunities to build or sustain productive partnerships with public and private sectors, such as businesses and institutions of higher learning, to promote school improvement and student learning.	
Collaborates with staff to develop effective strategies for parents and the community to support students' learning.	Collaborates with staff to develop strategies for parents and the community to support students' learning.	Seldom collaborates with staff to develop strategies for parents and the community to support students' learning.	
Accurately communicates student achievement or status to constituents and employs the community's cultural, social, intellectual, and political resources to promote student growth and school improvement.	Occasionally communicates student achievement or status to constituents and occasionally employs the community's cultural, social, intellectual, and political resources to promote student growth and school improvement.	Rarely communicates student achievement or status to constituents and rarely employs the community's cultural, social, intellectual, and political resources to promote student growth and school improvement.	

Rating:

Standard 6: Ethical Behavior

An effective educational leader fosters the academic success and well-being of each student by demonstrating integrity, fairness, and ethical behavior.
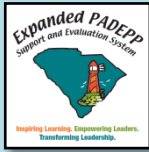
Criteria: Performance criteria below describe the observed levels of proficiency on the standard. Districts may choose to list additional local criteria.
Unsatisfactory performance is characterized by performance below the Needs Improvement level.
The principal's performance is characterized by most of the following in each level:

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.	Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.	Inconsistently works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.	
Models respect, understanding, sensitivity, and appreciation for all people.	Models respect, understanding, sensitivity, and appreciation in most circumstances.	Inconsistently models respect, understanding, sensitivity, and appreciation for all people.	
Adheres to local, state, and federal requirements.	Adheres to local, state, and federal requirements.	Usually adheres to local, state, and federal requirements.	

Rating:

Standard 7: Interpersonal Skills

An effective educational leader fosters the academic success and well-being of each student by interacting effectively with stakeholders and addressing their needs and concerns.

Criteria: Performance criteria below describe the observed levels of proficiency on the standard. Districts may choose to list additional local criteria.
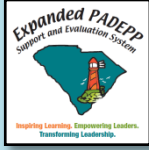**Unsatisfactory** performance is characterized by performance below the Needs Improvement level.
The principal's performance is characterized by most of the following in each level:

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Demonstrates respect for others.	Demonstrates respect for others with few exceptions.	Inconsistently demonstrates respect for others.	
Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.	Typically elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.	Seldom elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.	
Communicates effectively with stakeholders to support school and district goals.	Typically communicates effectively with stakeholders to support school and district goals.	Usually does not communicate effectively with stakeholders to support school and district goals.	
Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.	Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.	Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.	
Uses appropriate oral and written communication skills.	Uses appropriate oral and written communication skills on most occasions.	Oral or written communication skills hinder effective interactions with stakeholders.	

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Collaborates with teachers and staff to monitor and improve multiple measures of student progress.	Typically collaborates with teachers and staff to monitor and improve multiple measures of student progress.	Inconsistently collaborates with teachers and staff to monitor and improve multiple measures of student progress.	

Rating:

Standard 8: Staff Development

An effective educational leader fosters the academic success and well-being of each student by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.
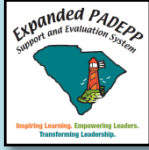
Criteria: Performance criteria below describe the observed levels of proficiency on the standard. Districts may choose to list additional local criteria.
Unsatisfactory performance is characterized by performance below the Needs Improvement level.
The principal's performance is characterized by most of the following in each level:

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and growth of students and staff.	Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and growth of students and staff.	Collaborates with staff to create and implement a staff development plan; however, the plan does not contain activities relevant to the achievement of school goals and growth of students and staff.	
Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.	Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.	Uses limited data or does not use data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.	
Encourages staff to set goals for professional growth.	Typically encourages staff to set goals for professional growth.	Inconsistently encourages staff to set goals for professional growth.	
Shares effective teaching strategies, uses coaching skills, and manages staff turnover and succession by providing opportunities for effective induction and mentoring to encourage professional growth.	Usually shares effective teaching strategies, uses coaching skills, and manages staff turnover and succession by providing opportunities for effective induction and mentoring to encourage professional growth.	Sometimes shares effective teaching strategies, uses coaching skills, and manages staff turnover and succession by providing opportunities for effective induction and mentoring to encourage professional growth.	
Encourages and develops collective leadership.	Usually encourages and develops collective leadership.	Sometimes encourages and develops collective leadership.	

Rating:

Standard 9: Principal's Professional Development

An effective educational leader fosters the academic success and well-being of each student by using available resources and opportunities for professional growth.

Criteria: Performance criteria below describe the observed levels of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the Needs Improvement level.
The principal's performance is characterized by most of the following in each level:

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Develops and implements an appropriate annual professional development plan on the basis of three required areas: identified strengths and weaknesses, the district strategic or school renewal plan, and area(s) of student growth.	Develops and implements a plan for professional development on the basis of two of the three required areas.	Develops and implements plan for professional development on the basis of one of the three required areas.	
Establishes and maintains a professional network with other administrators.	Establishes and maintains a limited professional network with other administrators.	Does not establish or maintain a professional network with other administrators.	
Complies with district and state professional development requirements.	Complies with district and state professional development requirements.	Complies with district and state professional development requirements some of the time.	
Participates in professional development opportunities to further understand and utilize best practices that promote student growth.	Typically participates in professional development opportunities to further understand and utilize best practices that promote student growth.	Infrequently participates in professional development opportunities to further understand and utilize best practices that promote student growth.	

Rating: