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Domain 1: Teacher Effectiveness (50.00%)

1.1.1 Hiring and retention

Effective	Developing	Needing Support
Principal recruits, hires, and supports teachers by:	Principal recruits, hires, and supports effective teachers by:	Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by:
Consistently using teachers displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions;	Occasionally using teachers displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor;	Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions 2;
Demonstrating ability to increase most teachers effectiveness as evidenced by gains in student achievement and growth;	Demonstrating ability to increase some teachers effectiveness;	Rarely or never demonstrating the ability to increase teachers effectiveness by moving teachers along effectiveness ratings;
Aligning personnel decisions with the vision and mission of the school.	Occasionally applying the schools vision/mission to HR decisions.	Rarely or never applying the schools vision/mission to HR decisions.

1.1.2 Evaluation of teachers

Effective	Developing	Needing Support
Principal prioritizes and applies teacher evaluations by:	Principal prioritizes and applies teacher evaluations by:	Principal does not prioritize and apply teacher evaluations by:
Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;	Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;	Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;
Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance;	Using teacher evaluations to partially differentiate the performance of teacher;	Rarely or never using teacher evaluation to differentiate the performance of teachers;
Following processes and procedures outlined in the corporation evaluation plan for all staff members	Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.

1.1.3 Professional development

Effective	Developing	Needing
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Principal orchestrates professional learning opportunities by:

Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results;

Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.

Providing differentiated learning opportunities to teachers based on evaluation results.

1.1.4 Leadership and talent development

Effective

Principal develops leadership and talent by:

Providing formal and informal opportunities to mentor emerging leaders;

Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.

Recognizing Leadership

Principal orchestrates aligned professional learning opportunities tuned to staff needs by:

Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data;

Providing learning opportunities with little variety of format;

Providing differentiated learning opportunities to teachers in some measure based on evaluation results.

Developing

Principal develops leadership and talent by:

Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school;

Providing formal and informal opportunities to mentor some, but not all, emerging leaders;

Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.

Support

Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by:

Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;

Providing no variety in format of learning opportunities;

Failing to provide professional learning opportunities based on evaluation results.

Needing Support

Principal does not develop leadership and talent by:

Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school);

Rarely or never provides mentorship to emerging leaders;

Providing no support and encouragement of leadership and growth;

Frequently assigns responsibilities without allocating necessary authority.

1.1.5 Delegation

Effective

Principal delegates tasks and responsibilities appropriately by:

Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;

Developing

Principal delegates tasks and responsibilities appropriately by:

Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness;

Needing Support

Principal does not delegate tasks and responsibilities appropriately by:

Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;

Monitoring the progress towards success of those to whom delegations have been made;

Providing support to staff members as needed.

Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion;

Providing support, but not always as needed.

Rarely or never monitoring completion of or progress toward delegated task and/or responsibility;

Rarely or never providing support

1.1.6 Strategic assignment

Effective

Principal uses staff placement to support instruction by:

Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students;

Strategically assigning support staff to teachers and classes as necessary to support student achievement.

Developing

Principal uses staff placement to support instruction by:

Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.

Needing Support

Principal does not use staff placement to support instruction by:

Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.

1.1.7 Addressing teachers who are in need of improvement or ineffective

Effective

Principal addresses teachers in need of improvement or ineffective by:

Developing remediation plans with teachers rated as ineffective or in need of improvement;

Monitoring the success of remediation plans;

Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Developing

Principal addresses teachers in need of improvement or ineffective by:

Occasionally monitoring the success of remediation plans;

Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Needing Support

Principal does not address teachers in need of improvement or ineffective by:

Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement;

Rarely or never monitoring the success of remediation plans;

Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

1.2.1 Mission and Vision

Effective

Principal supports a school-wide instructional vision and/or

Developing

Principal supports a school-wide instructional vision and/or

Needing Support

Principal does not support a school-wide instructional vision

mission by:

Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);

Defining specific instructional and behavioral actions linked to the schools vision and/or mission;

Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.

mission by:

Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);

Making significant key decisions without alignment to the vision and/or mission;

Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.

and/or mission by:

Failing to adopt a school-wide instructional vision and/or mission;

Defining a school-wide instructional vision and/or mission that is not applied to decisions;

Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.

1.2.2 Classroom Observations

Effective

Principal uses classroom observations to support student academic achievement by:

Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality;

Visiting all teachers frequently (announced and unannounced) to observe instruction;

Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.

Developing

Principal uses classroom observations to support student academic achievement by:

Occasionally visiting teachers to observe instruction;

Occasionally analyzing student performance data to drive instruction evaluate instructional quality;

Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.

Needing Support

Principal uses classroom observations to support student academic achievement by:

Rarely or never visiting teachers to observe instruction;

Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data;

Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.

1.2.3 Teacher Collaboration

Effective

Principal supports teacher collaboration by:

Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods;

Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;

Developing

Principal supports teacher collaboration by:

Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement;

Supporting and encouraging teamwork and collaboration in a limited number of ways;

Needing Support

Principal does not support teacher collaboration by:

Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods;

Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback;

Aligning teacher collaborative efforts to the schools vision/mission.

Occasionally aligning teacher collaborative efforts to instructional practices.

Rarely or never aligning teacher collaborative efforts to instructional practices.

1.3.1 Planning and Developing Student Learning Objectives

Effective

Principal supports the planning and development of Student Learning Objectives (SLOs) by:

Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs;

Collaborating with teachers to identify standards or skills to be assessed;

Collaborating with teachers to develop/select assessments to evaluate overall student progress;

utilizing assessments that accurately and reliably measure student learning;

Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students starting points into account;

Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. Utilizing a tracking tool to monitor school-wide progress on SLOs;

Ensuring teachers utilize a tracking tool to show student progress towards SLOs.

Developing

Principal supports the creation of Student Learning Objectives (SLOs) by:

Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur;

Occasionally collaborating with teachers to identify standards or skills to be assessed;

Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments;

Working with teachers only occasionally throughout the year to measure progress towards goals;

Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.

Needing Support

Principal does not support the creation of Student Learning Objectives by:

Failing to organize/provide opportunities for teacher collaboration;

Failing to meet with teachers to look at baseline data, select assessments, and set SLOs;

Not meeting with teachers throughout the year to look at progress towards goals.

1.3.2 Rigorous Student Learning Activities

Effective

Principal creates rigor in SLOs by:

Ensuring teachers SLOs define desired outcomes;

Ensuring assessments used correspond to the appropriate state content standards;

Developing

Principal creates rigor in SLOs by:

Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs;

Assessing baseline data that may not be effectively used to assess students starting points;

Needing Support

Principal creates rigor in SLOs by:

Allowing for outcomes to be benchmarked to less than typical growth;

Failing to assess baseline knowledge of students;

Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth;

Ensuring an analysis of previous years student data is included in the development of SLOs;

Ensuring SLOs are focused on demonstrable gains in students mastery of academic standards as measured by achievement and/or growth.

Selecting and allowing for assessments that may not be appropriately aligned to state content standards.

Failing to select assessments that are appropriately aligned to content standards.

1.3.3 Instructional Time

Effective

Principal supports instructional time by:

Removing all sources of distractions of instructional time;

Promoting the sanctity of instructional time;

Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.

Developing

Principal supports instructional time by:

Removing major sources of distractions of instructional time;

Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc;

Occasionally allowing unnecessary noninstructional events and activities to interrupt instructional time.

Needing Support

Principal does not support instructional time by:

Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc;

Rarely or never promoting the sanctity of instructional time;

Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

Domain 2: Leadership Actions (50.00%)

2.1.1 Professionalism

Effective

Principal displays professionalism by:

Modeling professional, ethical, and respectful behavior at all times;

Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.

Developing

Principal supports professionalism by:

Failing to model professionalism at all times;

Understanding of professional expectations as evidenced by not acting counter to these expectations;

Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.

Needing Support

Principal does not support professionalism by:

Failing to model professionalism at all times;

Occasionally modeling behaviors counter to professional expectations;

Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.

2.1.2 Time Management

Effective

Principal manages time effectively by:

Establishing yearly, monthly, weekly, and daily priorities and objectives;

Identifying and consistently prioritizing activities with the highest-leverage on student achievement.

Developing

Principal manages time effectively by:

Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives;

Occasionally prioritizes activities unrelated to student achievement.

Needing Support

Principal manages time effectively by:

Rarely or never establishing timely objectives or priorities;

Regularly prioritizing activities unrelated to student achievement;

2.1.3 Using Feedback to Improve Student Performance

Effective

Principal uses feedback to improve student performance by:

Actively soliciting feedback and help from all key stakeholders;

Acting upon feedback to shape strategic priorities to be aligned to student achievement

Developing

Principal uses feedback to improve student performance by:

Accepts feedback from any stakeholder when it is offered but does not actively seek out such input;

Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.

Needing Support

Principal does not use feedback to improve student performance by:

Regularly avoiding or devaluing feedback;

Rarely or never applying feedback to shape priorities.

2.1.4 Initiative and Persistence

Effective

Principal displays initiative and persistence by:

Consistently achieving expected goals; Taking on voluntary responsibilities that contribute to school success;

Volunteering for and fully participating in district committees that can impact student achievement.

Developing

Principal displays initiative and persistence by:

Achieving most, but not all expected goals;

Occasionally taking on additional, voluntary responsibilities that contribute to school success;

Occasionally taking risks to support students in achieving results by attempting to remove the schools most significant obstacles to student achievement;

Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.

Needing Support

Principal does not display initiative and persistence by:

Rarely or never achieving expected goals;

Rarely or never taking on additional, voluntary responsibilities that contribute to school success;

Rarely or never taking risks to support students in achieving results;

Never seeking out potential partnerships.

2.2.1 Culture of Urgency

Effective

Principal creates an organizational culture of urgency by:

Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations;

Developing

Principal creates an organizational culture of urgency by:

Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders;

Occasionally leading a pursuit of these expectations.

Needing Support

Principal does not create an organizational culture of urgency by:

Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations;

Failing to identify the efforts of students and teachers, thus unable to align these efforts.

2.2.2 Communication

Effective

Principal skillfully and clearly communicates by:

Messaging key concepts, such as the schools goals, needs, plans, success, and failures;

Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc;

Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.

Developing

Principal skillfully and clearly communicates by:

Messaging most, but not all, key concepts;

Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations;

Utilizing a limited number of means and approaches to communication.

Needing Support

Principal does not skillfully and clearly communicate by:

Rarely or never messaging key concepts;

Interacting with a limited number of stakeholders and failing to reach several key groups and organizations;

Not utilizing a variety of means or approaches to communication

or ineffectively utilizing several means of communication.

2.2.3 Forging consensus for change and improvement

Effective

Principal creates a consensus for change and improvement by:

Using effective strategies to work toward a consensus for change and improvement;

Securing cooperation from key stakeholders in planning and implementing change and driving improvement.

Developing

Principal creates a consensus for change and improvement by:

Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement;

Managing change and improvement processes without building systems and allies necessary to support the process;

Asking for feedback but not yet successful in securing

Needing Support

Principal does not create a consensus for change and improvement by:

Failing to identify areas in which agreement and/or consensus is necessary;

Rarely or never managing or developing a process for change and/or improvement;

Rarely or never seeking out feedback or securing cooperation

cooperation in delivering input from all stakeholders.

making unilateral, arbitrary decisions.

2.3.1 High Expectations

Effective

Principal creates and supports high academic and behavior expectations by:

Empowering teachers and staff to set high and demanding academic and behavior expectations for every student;

Empowering students to set high and demanding expectations for themselves;

Ensuring that students are consistently learning, respectful, and on task;

Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms;

Developing

Principal creates and supports high academic and behavioral expectations by:

Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations;

Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.

Needing Support

Principal does not create or support high academic and behavior expectations by:

Accepting poor academic performance and/or student behavior;

Failing to set high expectations or sets unrealistic or unattainable goals.

2.3.2 Academic Rigor

Effective

Principal establishes academic rigor by:Principal establishes academic rigor by:

Creating ambitious academic goals and priorities that are accepted as fixed and immovable.

Developing

Principal establishes academic rigor by:

Creating academic goals that are nearing the rigor required to meet the school's academic goals;

Creating academic goals but occasionally deviates from these goals in the face of adversity.

Needing Support

Principal has not established academic rigor by:

Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious;

Consistently sets and abandons ambitious academic goals.

2.3.3 Data Usage in Teams

Effective

Principal utilizes data by:

Orchestrating frequent and timely team collaboration for data analysis;

Developing and supporting others in formulating action plans

Developing

Principal utilizes data by:

Occasionally supporting and/or orchestrating team collaboration for data analysis;

Occasionally developing and supporting others in formulating

Needing Support

Principal does not utilize data by:

Rarely or never organizing efforts to analyze data;

Rarely or never applying data analysis to develop action plans.

for immediate implementation that are based on data analysis.

action plans for implementation that are based on data analysis.

