



SUMMARY RUBRICS For PRINCIPAL Evaluation by Domain, Factor, and Characteristic

The Summary Rubrics provide administrators and their evaluators with a condensed version of the Full Rubrics for either the principal or central office/superintendent evaluation (see School ADvance Administrator Evaluation User Manual). This set of Summary Rubrics is organized around the four practice domains (Domains 2-5) and eight practice factors for the principal evaluation framework and provides statements that capture the major elements of each characteristic in collapsed form. The Summary Rubrics match directly to the School ADvance performance evaluation framework and full rubrics for either the principal or central office/superintendent position. The summary statements can be used as the basis for the summative performance assessment and the expanded (full) rubrics can be used for formative assessment work (e.g. self-assessment, conferencing and dialogue, observations, evidence portfolios, etc.) and to provide clarity for developing performance improvement or personal growth plans.

Each item in the Summary Rubrics collapses several characteristics listed within the Full Rubrics for each of the performance factors. Because the descriptors are collapsed, users should refer back to the Full Rubrics when there is a question about what a Summary Rubric item means or what might be observable or documentable evidence for that item.

NOTE: There is no Summary Rubric needed or provided for Domain 1–Results

Color Key for Rubrics:

Domains
Factors
Characteristic

SUMMARY RUBRICS—Principals

Developed by MASA and Michigan ASCD

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Personal Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains and communicates an informed vision of success for all students	<i>And</i> advances his/her personal vision in ways that honors and celebrates diversity and the worth of every individual	<i>And</i> sets both an example and an expectation for treating all persons with civility, respect, and dignity
Shared Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with staff, students, parents, and community to build a shared vision of learning for all students	<i>And</i> enlists staff, students, and parents in working on and regularly updating the shared vision based on current information	<i>And</i> monitors progress, aligns resources, and fosters innovation to achieve the shared vision based on valid measures of success

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Domain 2 - Leadership			
Leadership Work and Behavior Factors			
Informed Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Uses valid data, information, and research to inform goals, strategies, and practices	<i>And</i> guides staff to use multiple sources of data, information and research to inform goals, strategies, and practices	<i>And</i> works with staff to use data, information, and research to set priorities, evaluate school programs, and collaborate for improved results
Strategic and Systemic Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school	<i>And</i> works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals	<i>And</i> works with staff, students and parents to link school priorities and strategies into a systemic plan to achieve school and district goals
Fair, Legal, Honest, Ethical and Professional Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Conducts his/her work in a fair, legal, and ethical manner	<i>And</i> , holds school personnel accountable for fair, legal, and ethical conduct	<i>And</i> contributes to policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct
Resilient Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains effective personal work habits, is reliable and consistent in fulfilling responsibilities, and renews personal commitment	<i>And</i> models and sets expectations for staff to use habits of reflective practice, personal growth and renewal, reliability, and consistency	<i>And</i> establishes school routines that support and recognize habits of reflective practice, self-assessment, and personal renewal

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Domain 3 – Programs			
High Quality/Fidelity/Reliability Instructional Program Factors			
Curriculum Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction	<i>And</i> ensures that staff communicates curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core curriculum standards and differentiate instruction to meet the needs of all students	<i>And</i> assists staff in interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the curriculum relevant for all students and understood by all parents
Instruction Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge of effective instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs	<i>And</i> assists staff in developing a repertoire of research based instructional practices that support active student learning, differentiation, and tiered interventions where needed to meet student needs	<i>And</i> establishes school processes and routines that engage teachers in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies to meet the needs of all students
Assessment Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge of assessment practices and instruments and works with staff to follow ethical, legal, and valid practices in using data to communicate about student progress	<i>And</i> provides training and support for staff to become assessment literate and competent in analyzing and interpreting assessment results to communicate student progress, set learning goals, and make decisions that affect students	<i>And</i> works with staff to establish building and district systems, processes, policies, training, and shared leadership for effective assessment and feedback practices

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Domain 3 – Programs			
Safe, Effective, Efficient School Operations Factors			
Policies, Laws, and Procedures Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains current knowledge and acts in accordance with state and federal laws, school safety practices, employee contracts, and district policies	<i>And</i> informs and holds staff accountable for adherence to state and federal laws, school safety practices, employee contracts, and district policies	<i>And</i> monitors, evaluates, and improves school routines and processes to better align and support legal, safe, and ethical school operations and to develop positive employee relations
Systems, Processes, and Procedures Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Follows district and establishes school systems, processes, and procedures that guide the operation of the school	<i>And</i> ensures that staff and students understand, follow, and evaluate the systems, processes, and procedures of the school and district	<i>And</i> works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes, and procedures
Allocation and Management of Resources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes procedures for and regularly monitors the school's fiscal management and financial status	<i>And</i> communicates with staff about the school's financial status and develops processes for aligning and realigning resources to support school goals	<i>And</i> communicates and collaborates with staff, central office, and stakeholders about the school's financial status and securing resources to achieve school goals

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Domain 4 – Processes			
Community Building Factors			
Relationships Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Forms relationships with staff, students, families and the broader school community	<i>And</i> , is involved in the community as an advocate for the schools and regularly assesses and ensures that the school responds to the needs of a diverse school community	<i>And</i> , works with the community to form partnerships, coordinate services, seek out resources and support, and advocate for the school
Inclusion Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Welcomes and invites parents and members of the diverse community to be involved with the school	<i>And</i> responds to concerns of students, parents, and the community—involving them in ways that are meaningful and relevant	<i>And</i> ensures all segments of the community are included, involved, respected, and valued
Communications Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Communicates regularly with internal and external stakeholders about student achievement	<i>And</i> uses a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school	<i>And</i> establishes a regular system of two-way communication with parents, community, and media, while involving parents in their child’s education

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Domain 4 – Processes			
Evidenced Based and Data Informed Decision Making Factors			
Collaborative Inquiry Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Creates school routines to examine and question student and school results	<i>And</i> establishes and works with staff teams to challenge assumptions, raise questions, and interpret multiple sources of student results to create evidence based instructional plans	<i>And</i> trains teachers to lead collaborative inquiry, assist colleagues in developing evidence based goals and strategies, and disseminate successful improvement work
Systematic Use of Multiple Data Sources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with staff to use multiple forms of student data (including sub-groups) and school data to identify school improvement goals	<i>And</i> works with staff to analyze multiple year student data (including sub-groups) and school data trends and select evidence-based strategies to achieve the school improvement goals	<i>And</i> works with staff to deepen student and school data analysis with triangulated data points, sub-scores, etc. to evaluate and revise school improvement goals and strategies
Data Systems Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Is knowledgeable about, and sets clear expectations for, staff use of the school's data systems	<i>And</i> ensures that staff are knowledgeable and monitored in their use of the school's data systems for classroom assessment and progress monitoring	<i>And</i> provides staff training and support to use the school's data system for collecting, analyzing, and interpreting multiple forms of data for progress and performance monitoring

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Domain 5 – Systems			
Technology Integration and Competence Factors			
Personal Use of Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications	<i>And</i> models personal use of technology, participates in electronic learning communities, and makes creative use of technology to enhance communications and accomplishment of job responsibilities	<i>And</i> learns and uses emerging technologies to increase productivity, develop leadership, and expand staff use of technology
Learning and Teaching with Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff have the necessary training, support, direction, and monitoring to make effective use of technology for communications and routine job responsibilities	<i>And</i> assists staff in exploring new uses for instructional technology, ensuring that technology is integrated into school plans for improving curriculum management, instruction, and assessment	<i>And</i> provides leadership, advocacy, and creative solutions for school and district level use of technology to improve parent and community involvement, expand student learning opportunities, improve the monitoring and communication of student progress and adapt the teaching and learning environment for better student results
Leadership for Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Builds a shared vision with staff and parents for using technology to enhance classroom instruction and improve student results	<i>And</i> works with staff to identify evidence-based technology practices that improve instruction, extend learning opportunities and foster student and parent engagement in the learning process	<i>And</i> provides leadership for district policies and practices that encourage and recognize staff initiative and innovative use of technology to improve student results

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Domain 5 – Systems			
Human Capacity Development Factors			
Professional Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Develops a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance evaluation and/or staff induction, mentoring, and coaching systems	<i>And</i> establishes processes for self and staff to refine personal growth plans with data and research, while engaging in professional learning and performance evaluation	<i>And</i> works with staff to evaluate the school's professional learning culture and the impact of internal and external professional learning on student results
Leadership Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Involves staff in school decision making processes and recognizes staff leadership	<i>And</i> helps staff build a culture where they share responsibility and leadership for day-to-day operations, student and school success, professional learning, and involvement of students, parents, and community in the work of the school	<i>And</i> identifies, develops, and supports staff, student, and parent leaders with the training, mentoring, and coaching needed to carry out meaningful leadership roles in the school

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Domain 5 – Systems Continued			
Human Capacity Development Factors Continued			
Performance Evaluation Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback, and development of personal growth or individual development plans (IDP)	<i>And</i> works to improve his/her personnel evaluation skills and strategies, increase staff understanding and participation in their own performance evaluations, and use performance evaluation to achieve improved student results	<i>And</i> involves staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the performance evaluation process
Productivity Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work	<i>And</i> makes evidence based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes	<i>And</i> differentiates and adapts staff roles and responsibilities to achieve the goals of the school using staff, student, and parent feedback to evaluate/improve school routines to increase productivity