



Administrator Evaluation System

Developed by MASA and Michigan ASCD

5 Domains, 9-12 Factors, 24-28 Characteristics of Principal Performance

<p><u>Domain 1 - Results</u></p> <ul style="list-style-type: none"> ❖ Improved Student Achievement Results ❖ Improved Teacher Performance Results ❖ Achievement Gap Reduction/Elimination ❖ Overall School Performance 	
<p style="text-align: center;"><u>Domain 2 - Leadership</u></p> <ul style="list-style-type: none"> ➤ Vision for Learning and Achievement Factors <ul style="list-style-type: none"> • Personal • Shared ➤ Leadership Behavior Factors <ul style="list-style-type: none"> • Informed • Strategic and Systemic • Fair, Legal, Honest, Ethical, and Professional • Resilient 	<p style="text-align: center;"><u>Domain 4 - Processes</u></p> <ul style="list-style-type: none"> ➤ Community Building Factors <ul style="list-style-type: none"> • Relationships • Inclusion • Communications ➤ Evidenced Based and Data Informed Decision Making Factors <ul style="list-style-type: none"> • Collaborative Inquiry Process • Systematic use of Multiple Data Sources • Data Systems
<p style="text-align: center;"><u>Domain 3 - Programs</u></p> <ul style="list-style-type: none"> ➤ High Fidelity and Reliability Instructional Program Factors <ul style="list-style-type: none"> • Curriculum • Instruction • Assessment ➤ Safe, Effective, Efficient School Operations Factors <ul style="list-style-type: none"> • Policies, Laws, and Procedures • Systems, Processes, and Procedures • Allocation and Management of Resources 	<p style="text-align: center;"><u>Domain 5 - Systems</u></p> <ul style="list-style-type: none"> ➤ Technology Integration and Competence Factors <ul style="list-style-type: none"> • Personal Use of Technology • Learning and Teaching with Technology • Leadership for Technology ➤ Human Capacity Factors <ul style="list-style-type: none"> • Professional Development • Leadership Development • Performance Evaluation • Productivity

Reeves' Leadership Performance Matrix

<p>1.0 Resilience: Narrative: Leaders in education bounce back quickly from adversity and stay focused on the vision of the organization. They bring together people and resources with the common belief that the organization can grow stronger in tough times when it applies certain knowledge, skills, and attitudes in the face of adversity.</p>				
<p>1.1 Constructive Reactions</p>	<p>Highly Effective (System-wide Impact) In addition to "Effective"...</p>	<p>Effective (Local Impact)</p>	<p>Needs Improvement (Leadership Potential)</p>	<p>Unsatisfactory</p>
<p>The leader constructively reacts to disappointment and barriers to success</p>	<p>The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.</p>	<p>The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning.</p>	<p>The leader acknowledges personal and organizational failures when confronted with evidence.</p>	<p>The leader is defensive and resistant to the acknowledgement of error.</p>

1.2 Willingness to Admit Error	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates willingness to admit error and learn from it	<p>The leader shares case studies of personal and organizational errors in a way that is used to guide, inspire, and teach colleagues throughout the organization.</p> <p>The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising “good mistakes” where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</p>	<p>The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues.</p> <p>There is evidence of learning from past errors.</p> <p>Non-defensive attitude exists in accepting feedback and discussing errors and failures.</p>	<p>The leader is able to accept evidence of mistakes when offered by others.</p> <p>Some evidence of learning from mistakes is present.</p>	<p>The leader is unwilling to acknowledge errors.</p> <p>When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.</p>
1.3 Disagreement The leader constructively handles disagreement with leadership and policy decisions	The leader demonstrates willingness to challenge executive authority and policy leaders appropriately with evidence and constructive criticism, but once the decision is made, fully supports and enthusiastically implements organizational policy and leadership decisions.	<p>The leader accepts and implements leadership and policy with fidelity.</p> <p>Initiatives are represented by the leader in a way that advocates for policies as if it is the leader’s idea.</p> <p>The leader proactively brings concerns to his or her immediate supervisor by articulating disagreements and points of view in the interest of the organization.</p>	<p>The leader sometimes challenges executive and policy leadership without bringing those concerns to appropriate executive and policy authorities.</p> <p>The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.</p>	The leader ignores or subverts executive and policy decisions that are unpopular or difficult.

1.4 Dissent	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader constructively handles dissent from subordinates	<p>The leader creates constructive contention, assigning roles (if necessary) to deliberately generate multiple perspectives and consider different sides of important issues.</p> <p>The leader recognizes and rewards thoughtful dissent.</p> <p>The leader uses dissenting voices to learn, grow and, where appropriate, acknowledge the leader’s own error.</p> <p>The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result.</p>	<p>The leader uses dissent to inform final decisions, improve the quality of decision making, and broaden support for his or her final decision.</p> <p>Defined structures and processes are in place for eliciting input.</p>	The leader tolerates dissent, but there is very little of it in public.	Dissent is absent due to a climate of fear and intimidation.
1.5 Improvement of Specific Performance Areas The leader demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback	<p>The leader’s previous evaluations are combined with personal reflection and 360-degree feedback to formulate an action plan that is reflected in the leader’s daily choices of priorities, as well as in the organization’s priorities.</p> <p>The influence of previous evaluations has an impact not only on the leader, but on the entire organization.</p>	<p>The leader’s previous evaluations are explicitly reflected in projects, tasks, and priorities.</p> <p>Performance on each evaluation reflects specific and measureable improvements along the performance continuum from unsatisfactory, to needs improvement, to effective, to highly effective.</p>	The leader is aware of previous evaluations, but has not translated them into an action plan.	No evidence of reference to previous leadership evaluations is present in the leader’s choices of tasks and priorities.

2.0 Personal Behavior and Professional Ethics:

Narrative: Leaders in education demonstrate personal behaviors consistent with community values and morals. They keep commitments, work with students, and act in service of the best interest of the students, staff, and community.

2.1 Integrity	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates integrity</p>	<p>The leader meets commitments—verbal, written, and implied—without exception.</p> <p>Commitments to individuals, students, community members, and subordinates have the same weight as commitments to superiors, board members, or other people with visibility and authority.</p> <p>The leader’s commitment to integrity is clear throughout the organization, as any commitment from anyone who reports to this leader is as good as a commitment from the leader.</p>	<p>The leader meets commitments or negotiates exceptions where the commitment cannot be met.</p> <p>Verbal commitments have the same weight as written commitments.</p>	<p>The leader meets explicit written commitments.</p> <p>The need to “get it in writing” does not allow subordinates or superiors to make assumptions that verbal statements have the weight of a commitment.</p>	<p>The phrases “I’m working on it” or “I’m doing the best I can” are regarded as acceptable substitutes for commitments.</p> <p>The leader does not follow through with tasks, budgets, and priorities critical to the performance of his or her site or responsibilities.</p>
<p>2.2 Emotional Self-Control</p> <p>The leader demonstrates emotional self-control</p>	<p>The leader possesses complete self-control, even in the most difficult and confrontational situations, but also provides assistance to colleagues on the techniques of emotional intelligence.</p> <p>Not only is the leader an exemplar of emotional intelligence, but the entire organization reflects this commitment to self-control, empathy, and respect.</p>	<p>The leader deals with sensitive subjects and personal attacks with dignity and self-control.</p> <p>The leader never meets anger with anger, but defuses confrontational situations with emotional intelligence, empathy, and respect.</p>	<p>The leader occasionally exhibits aggressive, dismissive, or demeaning behaviors leading to a climate in which people are reluctant to raise sensitive issues.</p>	<p>The leader loses his or her temper and is emotionally unstable.</p> <p>Conversations on any sensitive topic are brief or nonexistent.</p>

2.3 Ethical and Legal Compliance with Employees The leader demonstrates compliance with legal and ethical requirements in relationship to employees	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
	<p>The leader meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety.</p> <p>The leader inculcates the foundations of mutual respect for colleagues and for the law throughout the organization.</p>	<p>There are no instances of illegal or unethical conduct with employees or prospective employees, and no other conduct that crosses the line of policy or law.</p>	<p>The leader’s conduct does not support a school culture respectful of the legal and policy requirements for the relationship between leaders and employees.</p>	<p>The leader violates (even just one time) the legal and policy requirements for the relationship between leaders and employees.</p>
2.4 Tolerance The leader demonstrates tolerance of different points of view within the boundaries of the values and mission of the organization	<p>The leader actively seeks differences in perspective, encouraging different scenarios and curricula in the context of academic standards.</p> <p>The leader explicitly differentiates divergent thinking when it is constructive and facilitates a transition to convergent thinking to support organizational goals.</p>	<p>The leader focuses evaluation on the achievement of the mission and adherence to values without penalizing differences in points of view that are within the framework of organizational requirements.</p>	<p>There is no punishment of alternative points of view, but little or no development or encouragement of those views exists.</p>	<p>The leader suppresses other points of view and discourages disagreement or divergent thinking.</p>

2.5 Respect	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader honors the time and presence of others	<p>The leader consistently demonstrates an ability to effectively manage time and meetings by engaging others in the process, achieving meeting objectives, and beginning and ending on time.</p> <p>The leader models respect for others by arriving early to all meetings, and has developed and shared a system to consistently encourage, welcome, and recognize diverse opinions—even when such opinions differ from those of the leader.</p> <p>Colleagues can point to specific indicators of how they are afforded time, attention to their concerns, and respect during interactions with the leader.</p>	<p>The leader arrives on time and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings.</p> <p>The leader is fluent with agenda items (knowledge of each topic) and is prepared to offer ideas and engage others in meaningful dialogue.</p> <p>Diverse opinions are consistently encouraged, welcomed, and recognized by the leader, even when such opinions differ from those of the leader.</p> <p>Staff who report to the leader indicate that they are afforded time, attention to their concerns, and respect during interactions with the leader.</p>	<p>The leader generally arrives on time and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings, with periodic exceptions (sidebar conversations, distractions during planned or unplanned meetings).</p> <p>The leader is occasionally fluent with agenda items in terms of knowledge of each topic, but seldom offers ideas to engage others in meaningful dialogue.</p> <p>Diverse opinions are sometimes welcomed by the leader, but this occurs inconsistently.</p>	<p>The leader frequently arrives late and is not prepared, is often absent at key meetings, and tends to engage in disrespectful behaviors that do not honor others (sidebar conversations, distractions during planned or unplanned meetings).</p> <p>The leader may be attentive, but generally only in the presence of supervisors, and rarely takes the time to be fluent and knowledgeable regarding agenda items and topics of interest to the organization.</p>

3.0 Student Achievement:

Narrative: Leaders in education make student learning their top priority. They direct energy and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula and evaluate, monitor, and provide feedback to staff on instructional delivery.

3.1 Planning and Goal Setting	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates planning and goal setting aligned to the school/district improvement plan to improve student achievement	<p>The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives.</p>	Goals and strategies reflect a clear relationship between the actions of teachers and leaders aligned to the school/district improvement plan and the impact on student achievement. Results show steady improvements based on these leadership initiatives.	Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement nor planning for methods of monitoring improvements.	Goals are neither measurable nor specific. The leader focuses more on student characteristics than on the actions of the teachers and leaders in the system.

3.2 Student Achievement Results	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates evidence of student improvement through student achievement results</p>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.</p>	<p>The leader reaches the required numbers, meeting performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.</p>	<p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p>	<p>Indifferent to the data, the leader blames students, families, and external characteristics.</p> <p>The leader does not believe that student achievement can improve.</p> <p>The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>

3.3 Instructional Leadership Decisions	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates the use of student achievement data to make instructional leadership decisions</p>	<p>The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The leader has coached school administrators in other schools to improve their data analysis skills.</p>	<p>The leader uses multiple data sources, including state, district, school, and classroom assessments, and has at least three years of data.</p> <p>The leader systematically examines data at the subscale level to find strengths and challenges.</p> <p>The leader empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.</p>	<p>The leader is unaware of or indifferent to the data.</p>
<p>3.4 Student Requirements and Academic Standards</p> <p>The leader demonstrates understanding of student requirements and academic standards</p>	<p>Every faculty meeting and staff development forum is focused on student achievement, including periodic reviews of student work.</p>	<p>The link between standards and student performance is in evidence from posting examples (exemplars) of proficient student work throughout the building.</p>	<p>Standards are posted and required training has been conducted, but the link between standards and student performance is not readily evident to faculty or students.</p>	<p>Classroom curriculum is considered a matter of individual discretion.</p> <p>The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards.</p>

3.5 Student Performance	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards</p>	<p>Power standards are used and shared with other buildings.</p> <p>Standards are viewed as essential building blocks because they provide enduring understanding and leverage across content areas, and provide a foundation for the next grade or course level.</p> <p>Every faculty meeting and staff development forum is focused on student achievement, including reviews of individual student work compared to standards.</p>	<p>Each academic standard has been analyzed and translated into student-accessible language.</p> <p>Power standards are widely shared by faculty members and are visible throughout the building.</p> <p>The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.</p>	<p>Standards have been analyzed, but are not translated into student-accessible language.</p> <p>Power standards are developed, but not widely known or used by faculty.</p> <p>Student work is posted, but does not reflect proficient work throughout the building.</p>	<p>Power standards have not been developed.</p> <p>There is no student work posted.</p>

4.0 Decision Making:

Narrative: Leaders in education make decisions based on the vision and mission using facts and data. They use a transparent process for making decisions and articulate who makes which decisions. The leader uses the process to empower others and distribute leadership when appropriate.

4.1 Factual Basis for Decisions	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices</p>	<p>Decision making is neither by consensus nor by leadership mandate, but consistently based on the data.</p> <p>Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs.</p> <p>The leader can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis.</p> <p>A variety of data sources, including qualitative and quantitative, are used.</p> <p>Data sources include state, district, school, and classroom assessments.</p> <p>Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</p>	<p>The pattern of decision-making reflects a clear reliance on state and district student achievement data as well as on curriculum, instruction, and leadership practices data.</p>	<p>Some decisions are based on data, but others are the result of personal preference and tradition.</p>	<p>Data is rarely used for decisions.</p> <p>The predominant decision making methodology is mandated from the leader or based on what is popular.</p>

4.2 Decision-Making Structure	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates clear identification of decision-making structure, including which decisions are made by consensus or by the staff independently, which decisions are made by the leader after getting input from the staff, and which decisions are made by the leader alone</p>	<p>All stakeholders understand the difference between decision-making levels, including staff decisions by consensus or majority, staff input that will significantly influence leadership decisions, and unilateral leadership decisions.</p> <p>The leader uses data in such a compelling way that the vast majority of decisions are consensus or majority decisions.</p> <p>Staff surveys reflect a feeling of empowerment and personal responsibility for organizational success.</p>	<p>The leader clarifies the decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible to support those decisions.</p>	<p>The leader uses both consensus and unilateral decision making, but the reason for changing decision-making structures is not consistently clear.</p>	<p>The leader’s approach to decision making has no clear method and demoralizes or bewilders the staff.</p>
<p>4.3 Decisions Linked to Vision</p> <p>The leader links decisions to vision, mission, and strategic priorities reflected in the school/district improvement plans</p>	<p>The current vision, mission, and strategic priorities of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions.</p> <p>The use of strategic guidelines for decision-making filters makes many decisions self-evident and avoids time wasted on unproductive arguments.</p>	<p>The decisions of the leader are consistent with the vision, mission, and strategic priorities of the organization (as reflected in improvement planning documents).</p>	<p>While the vision, mission, and priorities may be visible, they are not consistently linked to the leader’s decisions.</p>	<p>The leader is unaware of or disconnected from the organization’s vision, mission, and strategic priorities.</p> <p>There is little or no evidence of the relationship of leadership decisions to these organizational guideposts.</p>

4.4 Decisions Evaluated for Effectiveness	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader evaluates decisions for effectiveness and revises, where necessary</p>	<p>The leader can provide clear and consistent evidence of decisions that have been changed based on new data.</p> <p>The leader has a regular pattern of decision reviews and “sunsetting,” in which previous decisions are reevaluated in light of the most current data.</p> <p>There is a culture of “honest bad news” in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.</p>	<p>The leader has a record of evaluating and revising decisions based on new information.</p>	<p>The leader has new information and appears to be willing to reconsider previous decisions, but does not have a clear record of making changes.</p>	<p>There is little or no evidence of reflection and reevaluation of previous decisions.</p>

5.0 Communication:

Narrative: Leaders in education understand communication as a two-way street. They seek to listen and learn from students, staff, and community. They recognize individuals for good work and maintain high visibility at school and in the community. Regular communications to staff and community keep all stakeholders engaged in the work of the school.

5.1 Two-Way Communication with Students	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates two-way communication with students</p>	<p>The leader goes to exceptional lengths to listen to students. The listening strategies may include focus groups, surveys, student advisory committees, and numerous one-to-one student conversations.</p> <p>Discussions with students reveal that they know that the leader will listen to them and treat them with respect.</p>	<p>The leader knows student names, regularly greets students by name, and is proactive in talking with and listening to students.</p> <p>The leader is particularly visible at the beginning and end of the school day and during all other times when students are present.</p>	<p>The leader knows most student names, is visible, often greets students by name, and talks with students frequently.</p>	<p>The leader does not know student names, avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to be present.</p> <p>Many students do not know the leader’s name or recognize the leader on sight.</p>
<p>5.2 Two-Way Communication with Faculty and Staff</p> <p>The leader demonstrates two-way communication with faculty and staff</p>	<p>The leader actively engages in “active listening” to the faculty and staff.</p> <p>The leader’s calendar reflects numerous individual and small group meetings with staff at every level, not just with the direct reports. Bus drivers, cafeteria workers, and first-year teachers all report confidence in their ability to gain a respectful hearing from the leader.</p>	<p>Faculty meetings include open discussions with two-way discussions.</p> <p>Faculty members regularly have the opportunity for 1:1 meetings with the leader.</p> <p>The leader knows all staff members and makes an effort to recognize the personal and individual contributions made by each one.</p>	<p>The leader typically limits his or her listening to time during faculty meetings.</p>	<p>Faculty meetings consist of the reading of announcements, with little or no interaction.</p>

5.3 Two-Way Communication with Parents and Community	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates two-way communication with parents and community</p>	<p>Clear evidence of parent-centered and community-centered communication is present, including open forums, focus groups, surveys, personal visits, and extensive use of technology.</p> <p>Decisions in curriculum, leadership, staffing, assessment, and school appearance reflect parent and community involvement.</p> <p>Survey data suggests that parents and community members feel empowered and supportive of educational objectives.</p>	<p>The leader conducts frequent interactions with parents and community members, including newsletters, briefings, visits and calls, and the use of technology (e.g., voicemail, hotlines, email, websites).</p> <p>There is clear evidence of decisions based on input from parents and community members.</p>	<p>Parents and community members receive a respectful hearing when they initiate the conversation.</p>	<p>Parents and community members have little or no role to play in leadership decision making.</p>
<p>5.4 Analysis of Input and Feedback</p> <p>The leader actively listens and analyzes input and feedback</p>	<p>The leader models open communication by listening purposefully and actively.</p> <p>The leader is able to read the situation and respond accordingly.</p> <p>The leader maintains listening systems for major stakeholders (parents, teachers, students, patrons, and staff), explicitly plans analysis of and reflection on data, and establishes structures that facilitate action based on feedback and analysis.</p>	<p>Observations and documentation provided by the leader demonstrate that the leader listens well, seeks mutual understanding, and welcomes the sharing of information.</p> <p>The leader has established an effective communication plan, communicates openly, and is receptive to ideas from a variety of sources and perspectives.</p>	<p>The leader appears to listen to others, but often relies on his/her interpretation of events rather than seeking out alternative perspectives and interpretations.</p> <p>Analysis of listening data occurs rarely.</p>	<p>The leader hears what others say, but relies on his/her personal interpretation.</p> <p>The leader does not appear to communicate openly, omitting key details and attempting to resolve challenges without input or assistance.</p>

6.0 Faculty Development:

Narrative: Leaders recruit, hire, and retain effective and highly effective teachers. In their efforts to retain effective and highly effective teachers, leaders focus on evidence, research, and classroom realities faced by teachers. They link professional practice with student achievement to demonstrate the cause and effect relationship. Leaders also facilitate effective professional development, monitor implementation of critical initiatives, and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

6.1 Faculty Proficiencies and Needs	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>Understanding of faculty proficiencies and needs for further development to support and retain effective and highly effective teachers</p>	<p>The leader has demonstrated a record of differentiated professional development for faculty based on student needs.</p> <p>The leader has developed a system of job-embedded professional development that differentiates training and implementation based on teacher needs, which help retain effective and highly effective staff.</p> <p>The leader routinely shares professional development opportunities with other schools, departments, districts, and organizations.</p>	<p>Faculty development reflects the prioritized needs of the School Improvement Plan and some effort has been made to differentiate and embed professional development to meet the needs of all faculties (coaching, mentoring, collaborative teams, peer scoring). The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain effective and highly effective faculty members.</p>	<p>The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</p>	<p>Professional development is typically “one size fits all,” and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining effective and highly effective staff is problematic.</p>

6.2 Leading Professional Development	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
Personal participation in leading professional development	<p>The leader is an active participant in teacher-led professional development, demonstrating with a commitment of time and intellect that the leader is a learner and is willing to regularly learn from colleagues.</p> <p>The leader routinely shares learning experiences with other administrators and colleagues throughout the system.</p>	<p>The leader devotes faculty meetings to professional development, not announcements.</p> <p>The leader personally leads professional development at various times throughout the school year.</p>	The leader sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with colleagues, but relies on others to lead each professional development opportunity.	The leader displays little or no evidence of new learning or sharing that learning with colleagues.
6.3 Formal and Informal Feedback Formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance	<p>The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader’s focus on accurate, timely, and specific recognition.</p> <p>The leader balances individual recognition with team and organization-wide recognition.</p>	<p>The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of colleagues and staff.</p> <p>Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance</p>	The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance.	<p>Formal feedback is nonspecific.</p> <p>Informal feedback is rare, nonspecific, and not constructive.</p>

6.4 Modeling Coaching and Mentoring	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader models coaching and mentoring</p>	<p>The leader is deliberate in establishing development structures that conform to the Learning Forward/National Staff Development Council (NSDC) Standards.</p> <p>The leader coaches other administrators on successful observation strategies, use of the educator standards to improve instruction and student learning, and communicating through a common language of instruction.</p> <p>The leader is seen by one’s staff as capable of coaching them to improve yet willing to hold them accountable for performance that is not considered acceptable.</p> <p>Multiple examples exist that verify a standards-based professional learning community and action research is evident in context, process, and content.</p>	<p>The leader engages in coaching to improve teaching and learning, and is receptive to innovative teaching strategies and practices; the leader is also willing to facilitate new approaches to instruction through action research.</p> <p>The leader monitors classroom visits in which the actual activity corresponds to the planned activity.</p> <p>The leader actively coaches instructional staff for improvement of classroom practice making effective use of a common language of instruction, the educator standards, and research-based instructional strategies linked to improvement of student learning and instructional practice.</p> <p>A system has been developed that provides for regular observation of classrooms.</p>	<p>The leader is able to identify certain effective instructional strategies and complete observation processes, but needs to develop more prescriptive assistance about strategies and practices to help teachers refine and improve their effectiveness.</p>	<p>The leader views classroom observations as an obligation to make sure teachers are teaching and students are on task.</p> <p>Evidence of coaching and mentoring, if any, does not specify effective teaching strategies or provide feedback that is either corrective or accurate.</p>

6.4 Modeling Coaching and Mentoring	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader models coaching and mentoring (continued)		<p>Observations are not just used for rating purposes; they are also used for coaching and professional development opportunities.</p> <p>The leader has organized faculty into an effective learning/action research community, wherein coaching and mentoring occurs formally and informally among the faculty.</p>		

6.5 Recruitment and Hiring of Faculty	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader recruits and hires effective and highly effective teachers</p>	<p>The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process.</p> <p>The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers.</p> <p>Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.</p>	<p>The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon her or his school’s vision, culture, and performance expectations and on what type of teacher has been successful in their school.</p> <p>The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews.</p> <p>A hiring selection tool that helps interviewers focus on key success criteria aligned with Marzano’s Art and Science of Teaching, compare findings with others more effectively, and develop more rigor in scoring and evaluating candidates is developed and effectively utilized.</p> <p>A hiring process is established specifying the steps, which staff is included, who is responsible and what the leader is looking for.</p>	<p>The leader works with the staff in the human resources office to write and post a job description for the vacant teaching position.</p> <p>Hiring processes are put into place but may not be systematic or systemic in nature. Consequently the process lacks standardization and improvement from year to year.</p>	<p>The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success.</p>

7.0 Leadership Development:

Narrative: Leaders in education actively cultivate and grow other leaders within the organization. They also model trust, competency, and integrity, which positively impacts and inspires growth in other potential leaders.

7.1 Mentoring Emerging Leaders	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader mentors emerging leaders to assume key leadership responsibilities	The leader has coached or mentored multiple administrators or instructional personnel who have assumed administrative positions and responsibilities. Multiple administrators throughout the system cite this leader as a mentor and reason for their success.	The leader has personally mentored at least one emerging leader to assume leadership responsibility in an instructional leadership or at an administrative level, with positive results.	The leader provides some training to an emerging school leaders or administrator who may, in time, be able to independently assume a leadership role.	Persons under the leader’s direction are unable or unwilling to assume added responsibilities; there is no evidence of effort to develop others.

7.2 Identification of Potentially Future Leaders	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader consistently identifies potential future leaders	<p>The leader routinely identifies and recruits new leaders.</p> <p>The leader has specifically identified at least two new leaders in the past year, and has entered them into the ranks of leadership training.</p> <p>The leader is remarkable for identifying leaders from unexpected sources, including helping potential leaders find their own leadership strengths even when they had not initially considered a leadership career.</p> <p>The leader helps other leaders to identify and recruit potential leadership candidates.</p>	The leader has specifically identified and recruited new leaders.	The leader follows personnel guidelines for accepting applications for new leaders but has not implemented any systemic process for identifying emergent leaders.	The leader does not recognize the need for leadership in the system.

7.3 Delegation and Trust	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader provides evidence of delegation and trust in subordinate leaders	<p>Staff throughout the organization is empowered in formal and informal ways.</p> <p>Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.</p>	The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.

8.0 Time/Task/Project Management:

Narrative: Leaders in education manage the decision making process, but not all decisions. They establish personal deadlines for themselves and the entire organization. Additionally, leaders understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything. They also effectively manage and delegate tasks and consistently demonstrate fiscal efficiency.

8.1 Organization of Time and Projects	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader organizes time and projects for effective leadership.	<p>The leader maintains a daily-prioritized task list.</p> <p>Personal organization allows the leader to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.</p> <p>Calendar is free of conflicts and focused on the priorities of the leader and organization.</p> <p>The leader applies project management to systems thinking throughout the organization.</p>	<p>The use of organizational development tools is evident by supporting documentation provided by the leader.</p> <p>Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p>	<p>Projects are managed using lists of milestones and deadlines, but are infrequently updated.</p> <p>The impact of changes is rarely documented.</p>	<p>Project management is haphazard or absent.</p> <p>There is little or no evidence of lists of milestones and deadlines.</p>

8.2 Fiscal Stewardship	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader provides fiscal stewardship by completing projects on schedule and within budget</p>	<p>The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities.</p> <p>The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.</p>	<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p> <p>The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments.</p> <p>The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.</p>	<p>The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines.</p> <p>The leader lacks proficiency in using budget to focus resources on school improvement priorities.</p>	<p>The leader has little or no record of keeping commitments for schedules and budgets.</p>

8.3 Project Objectives and Plans	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader establishes clear objectives and coherent plans for complex projects</p>	<p>The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization.</p> <p>The leader uses complex project management to build systems thinking throughout the organization.</p> <p>Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> <p>Successful project results can be documented.</p>	<p>Project management documents are revised and updated as milestones are achieved or deadlines are changed.</p> <p>The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization.</p> <p>The leader uses examples to differentiate between a task and a project.</p>	<p>Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep the project on time and within budget.</p> <p>The impact of change in a milestone or deadline on the project is not clear or are rarely documented, and communicated to people within the organization.</p>	<p>There is little or no evidence of project management against goals, resources, timelines, and results.</p>

9.0 Technology:

Narrative: Leaders in education are technically savvy. They process changes and capture opportunities available through social networking tools and access and process information through a variety of online resources. They incorporate data-driven decision making with effective technology integration to analyze school results. Furthermore, leaders develop strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

9.1 Use of Technology to Improve Teaching and Learning	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates use of technology to improve teaching and learning</p>	<p>The leader serves as a model for technology implementation to other organizations.</p> <p>The links between technology implementation and learning success are clear and public.</p> <p>The leader provides evidence of greater efficiency, improved quality of information, and more responsive effective communication.</p> <p>The leader coaches the entire staff on the results of the linkage between technology and organizational success, creating new ways to save resources and improve organizational effectiveness.</p> <p>The leader relentlessly pursues emerging best practices (e.g., web-based lessons).</p>	<p>The leader can document adherence to the following:</p> <ul style="list-style-type: none"> • Assist teachers in using technology to access, analyze, and interpret student performance data and in using results to appropriately design, assess, and modify student instruction. • Collaboratively design, implement, support, and participate in professional development for all instructional staff that institutionalizes effective integration of technology for improved student learning. 	<p>The leader is personally proficient in required technology applications and appears to be an advocate for the use of instructional technology, but does not always differentiate between technology implementation and a clear impact on teaching and learning.</p>	<p>The leader does not display personal competence in the use of required technology applications.</p> <p>The leader does not link the installation of technology to specific teaching and learning objectives.</p>

9.2 Personal Proficiency in Electronic Communication	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates personal proficiency in electronic communication	<p>The leader creates new opportunities for learning and uses the organization as an example of effective technology implementation.</p> <p>Leading by example, the leader provides a model of new learning.</p>	<p>The leader personally uses email, word processing, spreadsheets, presentation software, database, and district software.</p> <p>Personal study and professional development reflect a commitment to continued learning.</p>	<p>The leader has mastered some, but not all, software required for proficient performance.</p> <p>The leader takes the initiative to learn new technology.</p>	<p>The leader has limited literacy with technology.</p> <p>There is little or no evidence of the leader taking a personal initiative to learn new technology.</p>

10.0 Personal Professional Learning:

Narrative: Leaders in education stay informed on current research in education and demonstrate their understanding. They engage in professional development opportunities that improve their personal professional practice and align with the needs of the school system. In addition, leaders generate a professional development focus in their schools and districts that is clearly linked to the system-wide strategic objectives.

10.1 Personal Understanding of Research Trends	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates personal understanding of research trends in education and leadership	In addition to personal reading that is wide and deep in the fields of education research, the leader contributes directly to research, providing case studies, experimental results, and research questions to serve the interests of other leaders and educational organizations.	Personal reading, learning, and teaching in education and leadership research trends are evident and documented.	Some interest in education and leadership research trends is evident and documented. The leader is able to link personal reading to some leadership actions.	Little or no evidence of personal learning and research is present.

10.2 Personal Professional Focus	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader creates a personal professional focus	<p>The leader approaches every professional development opportunity with a view toward multidimensional impact.</p> <p>Knowledge and skills are shared throughout the organization and with other departments, schools, and districts.</p> <p>Rather than merely adopting the tools of external professional development, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are “home-grown” rather than externally generated.</p>	<p>The leader engages in professional development that is directly linked to organizational needs.</p> <p>The priority is given to building on personal leadership strengths.</p> <p>The leader personally attends and actively participates in the professional development that is required of other leaders in the organization.</p> <p>In the case of building principals, the leader personally attends and actively participates in the professional development required of teachers.</p>	<p>The leader actively participates in professional development, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization.</p> <p>The leader attends professional development for colleagues, but does not fully engage in it and set an example of active participation.</p>	<p>The leader might introduce a professional development program, but does not participate in the learning activities along with the staff.</p> <p>The leader is not strategic in planning a personal professional development focus aligned with the school or district goals.</p>

10.3 Professional Development Focus	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader creates a professional development focus</p>	<p>The leader has demonstrated the ability to integrate initiatives into one or two focus areas for professional development, with extensive time in faculty meetings, grade level meetings, department meetings, and staff development meetings focused on intensive implementation of a few areas of learning.</p> <p>The leader is able to document how professional development activities impact the closing of the learning gap for each subgroup.</p>	<p>Professional development plan has focused areas of emphasis and each of those areas is linked to the organization’s strategic objectives.</p> <p>The leader is able to identify specific professional development offerings from past years that have been systematically reviewed and terminated because they failed to support organizational goals.</p> <p>The leader has a process for prior review of new professional development programs, and rigorously applies it to applications for time and funding.</p> <p>Professional development priorities are linked to the needs of the school, based on student and faculty achievement data.</p>	<p>Professional development opportunities are somewhat related to the organizational objectives, but no means of assessing their impact exists.</p> <p>Participant evaluations are the primary criteria for selection, so programs that are popular but ineffective tend to be the norm.</p>	<p>Faculty requests are routinely approved, whether or not they are related to student achievement.</p> <p>The leader’s personal professional development agenda is based on preference, not organizational needs.</p>



School ADvance™

Summary Rubrics by Domain, Factor, and Characteristic

For Principal Evaluation

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 Users' 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: Domain 1 – Results does not have a Summary Rubric

Color Key for Rubrics:

Domains
Factors
Characteristic

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 example and 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

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

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

Administrator Evaluation: Principal Summary Rubrics

Developed by MASA and Michigan ASCD

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 student, 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

Administrator Evaluation: Principal Summary Rubrics

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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 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 (including sub-group data) and school data to identify school improvement goals	<i>And</i> works with staff to analyze multiple year student (including sub-group data) 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

Administrator Evaluation: Principal Summary Rubrics

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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 opportunity, 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	<i>And</i> works with staff to identify	<i>And</i> provides leadership for district

	and parents for using technology to enhance classroom instruction and improve student results	evidence based technology practices that improve instruction, extend learning opportunity and foster student and parent engagement in the learning process	policies and practices that encourage and recognize staff initiative and innovative use of technology to improve student results
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Administrator Evaluation: Principal Summary Rubrics

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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, coaching needed to carry out meaningful leadership roles in the school

Administrator Evaluation: Principal Summary Rubrics

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Domain 5 – Systems Continued			
Human Capacity Development Factors Continued			
Performance Evaluation Characteristics			
	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

School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 1 – Results			
Student, Teacher, and School Results Factors			
Teacher Results, Based on Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of teachers whose students meet established student achievement targets* on specified assessments**; and/or	Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified assessments**; and/or
Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of building students who meet established student achievement targets* on specified assessments**; and/or	Meets established goal(s) for the percentage of building students who meet student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of building students who meet student achievement targets* on specified assessments**; and/or
Student Results Item: Achievement Gaps Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in reducing the size of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Meets established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Exceeds established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or
School Results Item: Improved School Programs and Process Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement on identified school process and program improvement targets based on the school's improvement plan***	Meets established annual school process and program improvement targets based on the school's improvement plan***	Exceeds established annual school process and program improvement targets based on the school's improvement plan***

School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

*This approach allows the district to establish student achievements targets for each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement. Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.

**This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level, based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

***This approach allows the district to establish both student and school process/program improvement targets based on the principal's school improvement plan based on a combination of student achievement, school process data, student engagement, attendance, behavior, perception, and other data as appropriate and available to monitor progress on the school's improvement plan.

School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Personal Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has established and regularly shares his or her personal vision for students and the school	<i>And</i> demonstrates how his or her vision is informed by research and evidence based models or examples	<i>And</i> inspires staff, parents and students to formulate their own personal vision for learning, service to students, and the school
	Holds a personal vision that honors and celebrates diversity and the worth of every individual	<i>And</i> carries out his/her role as principal in ways that honor and celebrate diversity and the worth of every individual	<i>And</i> inspires others in the school community to behave in ways that honor and celebrate diversity and the worth of every individual
	Seeks out opportunities to learn and grow personally and professionally	<i>And</i> engages staff in seeking out opportunities to learn and grow personally and professionally	<i>And</i> establishes a culture of continuous learning among the staff, parents, and students of the school
	Demonstrates civility, respect, and dignity in personal and professional interactions	<i>And</i> sets expectations for staff, parents, and students to treat each other with civility, respect, and dignity	<i>And</i> monitors the school culture and environment to insure that each person is treated with civility, respect, and dignity



School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Shared Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Solicits and includes staff, parents, students, and community input in creating a shared vision for the school	<i>And</i> develops and maintains collaborative processes to achieve commitment from all stakeholders to a shared vision for the school	<i>And</i> uses the shared school vision to set goals, shape dialogue and decisions, focus effort, and allocate resources
	Ensures that the school vision is clear in setting learning expectations for all students	<i>And</i> is persistent in helping the school achieve its vision of learning for all students	<i>And</i> maintains consistent monitoring of progress in achieving the vision of learning for all students
	Keeps the focus on the evidence of student learning for staff, parents, and students	<i>And</i> ensures that the school uses valid measures of student learning based on established performance standards	<i>And</i> ensures that students receive regular feedback through valid measures of student learning based on established performance standards
	Maintains a current perspective to inform the school’s vision	<i>And</i> engages staff, parents, and students with current information to inform the school’s vision	<i>And</i> engages, staff, parents, and students with innovative ideas to inform the school’s vision

School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Informed Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that school goals are based on evidence of need from school and student data	<i>And</i> works with staff to examine and interpret multiple sources of evidence from school and student data in setting school goals	<i>And</i> works with staff to examine and interpret multiple sources of evidence from school and student data for determining priorities among school goals
	Ensures that the school adopts research supported practices and strategies to support school goals	<i>And</i> works with staff to evaluate research supported practices and strategies based on school and student data <i>And</i> works with staff to develop high fidelity school improvement implementation plans	<i>And</i> works with staff to set priorities among research supported practices and strategies based on school and student data before adopting and committing school resources to implementation <i>And</i> develops evaluation plans for selected strategies that include the collection of school and student data to monitor and adjust implementation as needed to achieve the school goals
	Uses reliable sources to stay informed on evidence based practices and strategies	<i>And</i> , sets expectations for staff to use and share reliable sources of evidence based practice and strategy	<i>And</i> contributes to a district culture of informed leadership through accessing and sharing reliable sources of evidence based practice and strategy

School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Strategic and Systemic Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes both short and long term leadership priorities for his or her work based on school and district goals	<i>And</i> ensures that individual staff establish both short and long term priorities for their work based on school and district goals	<i>And</i> ensures that the school maintains focus on a set of short and long term priorities based on school and district goals
	Ensures that the priorities and strategies that drive the work of the school are compatible with one another	<i>And</i> ensures that the priorities and strategies that drive the work of the school are sustainable, both individually and collectively	<i>And</i> increases compatibility and sustainability of school priorities and strategies by linking them together into a systemic plan to meet the school goals <i>And</i> works with district leaders to link school based priorities and strategies into a district wide systemic plan to achieve school and district goals
	Maintains focus on school goals and priorities	<i>And</i> is persistent in achieving school goals and priorities while resolving issues and problems as they arise	<i>And guides</i> staff, students, and parents to remain focused on and persistent in achieving school goals and priorities

School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Fair, Legal, Honest, Ethical and Professional Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Stays informed on and adheres to relevant school laws, policies, and procedures	<i>And</i> ensures that staff are informed and follow relevant school laws, policies, and procedures	<i>And</i> contributes to district development of school policies and procedures that are consistent, fair, legal, ethical and in the best interests of students
	Establishes a personal track record of truthfulness and honesty	<i>And</i> holds staff and students to high standards of truthfulness and honesty	<i>And</i> establishes a school culture where truthfulness, honesty, and integrity are valued, honored, and recognized
	Treats all persons fairly	<i>And</i> sets school-wide expectations for the fair treatment of all persons	<i>And</i> recognizes and rewards fairness and fair play among staff, students and parents
	Establishes a personal track record of ethical decision making	<i>And</i> maintains transparency in personal and school decision making processes	<i>And</i> establishes a school culture in which staff and students engage regularly around issues of ethics, integrity, and fairness <i>And</i> contributes to the establishment of a school and district track record of fair and ethical decision making

School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Resilient Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes effective personal work habits	<i>And</i> uses habits of reflection and introspection to assess personal effectiveness and establish personal improvement goals	<i>And</i> seeks out and utilizes multiple sources of feedback to assist in assessing personal effectiveness and establishing personal improvement goals <i>And</i> establishes a school culture that assists staff and students with personal renewal, including processes of reflection and introspection
	Is reliable and consistent about personal attendance and fulfillment of responsibilities	<i>And</i> establishes expectations of staff, students, and parents for attendance and fulfillment of responsibilities	<i>And</i> establishes processes to provide staff, students, and parents assistance in improving attendance and fulfillment of responsibilities <i>And</i> provides recognition for consistent staff, student, and parent attendance and fulfillment of responsibilities
	Attends to the renewal of personal inspiration and commitment to the work of educating and serving students	<i>And</i> openly shares and models the ideas that are the sources of personal inspiration and commitment to the work of educating and serving students	<i>And</i> provides opportunities for staff, students, and parents to share their sources of personal inspiration and commitment to education and service to family, community and country

School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 3 – Programs			
High Quality/Fidelity/Reliability Instructional Program Factors			
Curriculum Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has knowledge of and understands the school/district core curriculum standards	<i>And</i> works with staff to understand and adhere to both the horizontal and vertical alignment of the curriculum across grade levels, curriculum areas, and programs	<i>And</i> works with staff to unpack and interpret state and district curriculum standards at the building and/or district level
	Ensures that all staff have and are using curriculum documents including essential performance (or power) standards, learning objectives and other curriculum references for their grade level, content, and program areas	<i>And</i> works with staff to develop and/or understand and give priority to the essential core curriculum (or power) standards for their grade level, content, and program areas <i>And</i> monitors the teaching of the core curriculum (or power) standards through regular classroom visits, engagements with teachers, and examination of student work	<i>And</i> works with staff to identify and secure curriculum resources at the district and building level that align with and support the established curriculum standards and student performance expectations
		<i>And</i> works with staff to ensure differentiation in the curriculum for students based on identified learning needs	<i>And</i> works with staff and other district leaders to insure that the curriculum is appropriate for the full range of student characteristics for the population the school serves <i>And</i> works with staff to ensure differentiation in the curriculum and extracurricular programs to respond to the full range of student characteristics (including cultural) for the student populations the school serves
		<i>And</i> provides information on the core curriculum standards to students, parents, and the community	<i>And</i> ensures that the school provides students and parents assistance in understanding and working with the core curriculum standards

Domain 3 – Programs			
High Quality/Fidelity/Reliability Instructional Program Factors			
Instruction Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge about evidence based instruction	<p><i>And</i> has clear goals and expectations for classroom instruction based on student needs</p> <p><i>And</i> collaborates with staff to identify and prioritize evidenced based instructional strategies and practices that improve student learning</p>	<p><i>And</i> models and promotes evidenced based instructional strategies and practices with staff</p> <p><i>And</i> works with staff to monitor implementation and evaluate the effectiveness of instructional strategies based on evidence of student learning</p>
	Makes classroom observations to monitor and encourage quality instructional practices.	<i>And</i> establishes regular times and places for teachers to collaboratively plan and review instruction based on observations and evidence of student learning	<i>And</i> works with other district administrators to improve their collective ability to know and recognize effective and differentiated instructional practices
	Engages staff in discussing ways to differentiate instruction based on student needs	<p><i>And</i> works with staff to identify student needs for differentiated learning and respond with differentiated instructional strategies to meet those needs</p> <p><i>And</i> works with staff to develop a system of interventions for students who do not make adequate progress in achieving curriculum performance standards</p>	<p><i>And</i> works with staff to evaluate how the differentiated instruction strategies in use are impacting student learning</p> <p><i>And</i> works with staff to evaluate and improve the school's system of interventions based on evidence of student learning</p>
		<i>And</i> looks for/gathers evidence of active student engagement and student learning behaviors when making classroom observations	<i>And</i> works with the staff to balance student directed and teacher directed learning activities so as to increase student learning empowerment and autonomy

School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 3 – Programs			
High Quality/Fidelity/Reliability Instructional Program Factors			
Assessment Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	<p>Has a working knowledge of different kinds of assessments, their purposes, and the types of information they yield to inform teaching and learning.</p> <ul style="list-style-type: none"> • Formative/summative • Achievement • Aptitude/ability • Attitude/perception 	<p><i>And</i> has a working knowledge of the construction of different types of assessments and the appropriate uses of the data from those assessments</p> <p><i>And</i> works with staff to choose, develop, administer, analyze and interpret the results of both externally produced and teacher-produced assessments</p>	<p><i>And</i> works with staff to increase their knowledge and improve their assessment practices</p> <p><i>And</i> works with staff to increase their knowledge and improve their ability to interpret and use assessment data to achieve better student results</p>
	<p>Works with staff to develop and consistently utilize assessments to monitor and report on student learning</p>	<p><i>And</i> provides training for staff in assessment literacy and practices</p> <p><i>And</i> works with staff to ensure that common assessments are administered and analyzed with sufficient frequency and consistency to inform instruction</p>	<p><i>And</i> develops staff leaders in assessment literacy and practices</p> <p><i>And</i> develops team processes for teachers to work together to analyze and interpret assessment results and plan instruction based on those results</p>
	<p>Works with teachers to clearly communicate assessment results to students and parents</p>	<p><i>And</i> works with staff to use assessment results when making decisions about individual students and conferencing with students and parents</p>	<p><i>And</i> works with staff to use assessment results to help students track their own learning progress and set their own learning goals</p>
	<p>Understands and follows ethical, legal and technical guidelines for assessment practices and the handling of student assessment data</p>	<p><i>And</i> ensures staff understands and follows ethical, legal, and technical guidelines for assessment practices and the handling of student assessment data</p>	<p><i>And</i> assists in developing district ethical and legal standards and technical guidelines for assessment practices and the handling of student assessment data</p> <p><i>And</i> works with staff to develop and refine building and district policies and practices for student assessment and the handling of student assessment data</p>

School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 3 – Programs			
Safe, Effective, Efficient School Operations Factors			
Policies Laws, and Procedures Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that the school follows all district, state, and federal policies, laws, and procedures pertaining to safety, student and parental rights, school compliance, and school governance	<i>And</i> establishes school routines and processes to carry out policies and laws pertaining to safety, student and parental rights, school compliance, and school governance	<i>And</i> ensures that the school uses data to regularly monitor, evaluate, and improve school routines and processes to carry out policies and laws pertaining to safety, student and parental rights, school compliance, and school governance
	Monitors and tracks school safety and student well being factors	<i>And</i> works with staff to make data informed decisions regarding the improvement of school safety and student well being factors	<i>And</i> works with staff to evaluate, adopt, and fully implement evidence based strategies to improve school safety and student well being based on identified needs
	Is familiar with and follows the provisions of employee contracts and other contractual agreements that pertain to the operations of the school	<i>And</i> works with staff to help them know and follow provisions of employee contracts and other contractual agreements that pertain to them	<i>And</i> contributes to contract maintenance and development through district negotiations and employee processes

School ADvance PRINCIPAL Evaluation Instrument[®] : 5 Performance Domains & 9 Performance Factors

Domain 3 – Programs			
Safe, Effective, Efficient School Operations Factors			
Systems, Processes, and Procedures Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Follows district systems, processes and procedures applicable to the operation of the school	<i>And</i> ensures that staff and students understand and follow established school and district systems, processes and procedures for the operation of the schools	<i>And</i> provides feedback to district leaders on the effectiveness of district systems, processes and procedures for the operation of the schools <i>And</i> provides ideas and leadership to improve district systems, processes and procedures for the operation of the schools
	Establishes consistent systems, processes and procedures for the key work of the school not fully addressed through district systems, processes and procedures	<i>And</i> works with staff and students to regularly evaluate school-based systems, processes and procedures based on relevant data	<i>And</i> engages staff and students in designing and developing improved school-based systems, processes and procedures based on data identified needs



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School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 3 – Programs			
Safe, Effective, Efficient School Operations Factors			
Allocation and Management of Resources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that the school establishes procedures for fiscal and resource management and accountability	<i>And</i> establishes a process for aligning and realigning fiscal, human, and material resources as needed to support the school goals and sustain priority strategies to achieve those goals	<i>And</i> works with staff and parents to seek out and secure additional sources of fiscal, human, and material support for priority strategies to achieve school goals
	Regularly monitors the school's fiscal management and financial status	<i>And</i> regularly communicates with staff regarding the school's fiscal management and financial status	<p><i>And</i> maintains transparency with all stakeholders regarding the school's fiscal management and financial status</p> <p><i>And</i> communicates regularly with district officials about the school's fiscal management and financial status</p> <p><i>And</i> contributes to strategic district decisions and strategies for funding and resource acquisition and allocation</p>



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School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

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	<p><i>And</i> regularly assesses the needs of stakeholders within the school community (e.g. staff, students, families, etc.)</p> <p><i>And</i> ensures that the school responds to the needs and values of the diverse school community</p>	<p><i>And</i> works with the community to coordinate services for students and families</p> <p><i>And</i> develops external partnerships to support the needs and values of the diverse school community</p> <p><i>And</i> raises resources through parents, businesses and other organizations to support the needs and values of the diverse school community</p>
		<i>And</i> is involved in the community outside of the school	<i>And</i> uses community involvement to connect the school to the broader community
		<i>And</i> is an advocate for the school in the community	<i>And</i> establishes advocates for the school among parents and other community leaders



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School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 4 – Processes			
Community Building Factors			
Inclusion Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Welcomes and invites parents to visit the school and classroom	<i>And</i> enlists parents to participate in school organizations, committees, and governance	<i>And</i> ensures that a diverse representation of parents and community actively participate in school organizations, committees, and governance
		<i>And</i> engages parents in activities that are meaningful and relevant to them	<i>And</i> provides opportunities for parents and community groups to address the needs of students and their families
	Encourages all sub-groups in the school community to be involved in the affairs of the school	<i>And</i> responds to concerns of students, parents and the community as a whole and as sub-groups with special concerns	<i>And</i> avoids marginalizing, patronizing, or giving advantage to any one group or individual <i>And</i> collaborates with all segments of the community in ways that contribute to the success of all students



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School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 4 – Processes			
Community Building Factors			
Communications Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Communicates with parents and community about the school	<i>And</i> communicates frequently with parents and community using multiple forms of communication such as newsletters, forums, surveys, phone calls, personal visits, and the use of technology	<i>And</i> , creates frequent opportunities for two-way communication with parents and the community using multiple forms of communication such as web sites, social media, and other interactive media
	Provides information to parents and the community about student achievement	<i>And</i> works with the Central Administration and Board of Education to understand and provide feedback on the school's student achievement data	<i>And</i> works with parent and community groups to understand and provide feedback on the school's student achievement data
	Provides information to parent's about individual student achievement	<i>And</i> regularly informs parents of student achievement goals and how to support their children in achieving those goals	<i>And</i> engages parents as full partners in helping their children master achievement goals
	Spotlights school successes with the media	<i>And</i> provides the media with regular information and stories about the	<i>And</i> creates partnerships with the media: television, radio, and newspaper to tell

		school mission, vision and student success	the school's story
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School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 4 – Processes			
Evidenced Based and Data Informed Decision Making Factors			
Collaborative Inquiry Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Raises questions about why and how student achievement results are what they are	<i>And</i> identifies and challenges assumptions about student achievement with multiple sources of evidence	<i>And</i> trains teacher leaders to raise questions about student learning and challenges assumptions collaboratively
	Creates school routines that engage teachers, at least quarterly, to examine student achievement results	<i>And</i> refines school routines to increase teacher examination of student achievement results to, at least, monthly	<i>And</i> establishes a well defined collaborative inquiry process for teachers to examine student achievement results and develop evidence based plans improvement strategies
		<i>And</i> establishes teacher teams (PLCs/Data Teams, etc.) to create evidence based instructional plans	<i>And</i> establishes SMART Goals, Action Research, or other team processes to carry out and assess improvement strategies

			And recognizes and disseminates successful improvement work
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School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 4 – Processes			
Evidenced Based and Data Informed Decision Making Factors			
Systematic Use of Multiple Data Sources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Engages staff to analyze whole school and sub group data from: <ul style="list-style-type: none"> state assessment data district assessment data school process data student background data 	And establishes multiple year whole school and sub group trend analyses for: <ul style="list-style-type: none"> state assessment data district assessment data school process data student background data 	And deepens student assessment data analysis in these areas: <ul style="list-style-type: none"> curriculum strand, item, objective performance standard rubrics sub-group performance levels individual student performance profiles
	Works with staff to establish school improvement targets (goals) based on annual analysis for: <ul style="list-style-type: none"> state and district assessments student background data school process data 	And works with staff to revise school improvement targets (goals) as indicated by 3-5year analyses of student background, school process, and student achievement data	And works with staff to examine the interaction between multiple sources of student background, school process, and student achievement data to establish student achievement targets (goals)
		And works with staff to use student background, school process, and student achievement data to select strategies to achieve school improvement targets (goals)	And works with staff to revise school improvement strategies as indicated by deeper levels of data analysis And works with staff to establish benchmarks for tracking the implementation of school improvement strategies

			<p><i>And works with staff to evaluate the impact of selected school improvement strategies</i></p> <p><i>And works with staff to replace or revise school improvement strategies as needed to achieve school improvement targets (goals)</i></p>
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School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 4 – Processes			
Evidenced Based and Data Informed Decision Making Factors			
Data Systems Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge of the data collection, storage, security, retrieval, and analysis system for the school	<i>And ensures that all teachers and other staff have a working knowledge of the school's data system</i>	<i>And provides support and training to teachers and other staff in the use of the school's data system</i>
	Provides teacher and other staff with clear expectations regarding the use of the school's data system	<i>And monitors and supports appropriate use of the school's data system by teachers and other staff</i>	<i>And works with staff to identify and implement ways to better use the school's data system to support school improvement goals</i>
		<i>And works with staff to help them use the school's data system for classroom assessments and other classroom level generated data</i>	<i>And assists teachers in using the school's data system to collect, analyze, and interpret multiple forms of data to monitor their own effectiveness in achieving student achievement targets</i>

		<i>And works with staff to evaluate and recommend improvements to the school's data system</i>	<i>And provides leadership at a district level to improve either the structure or the use of school and district systems for data collection, storage, security, retrieval, and analysis</i>
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School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 5 – Systems			
Technology Integration and Competence Factors			
Personal Use of Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Uses voice and email to maintain effective communications with school and school district personnel, parents, and students	<i>And mobile communications devices, along with a variety of social and web based applications, to expand and enhance communication, information access, and work processes</i>	<i>And keeps abreast of emerging technologies and their potential to impact the school environment and/or personal leadership effectiveness</i>
	Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities	<i>And participates in and contributes to electronic learning communities (e.g.) to stimulate and support the work of the school</i>	<i>And learns and uses promising new technologies to enhance productivity and leadership</i>
		<i>And models personal use of technology for staff and students</i>	<i>And assists others in developing personal capacity for technology use</i>

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School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 5 – Systems			
Technology Integration and Competence Factors			
Learning and Teaching with Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff have the necessary training, support, and direction to use voice and email to maintain effective communications with school and district personnel, parents, and students	<i>And</i> provides the leadership for expanding the integration of technology in the school's processes, daily routines, communications, and/or instruction	<i>And</i> provides the leadership to create innovations in the use of technology to better serve students and increase/expand student learning
	Ensures that staff have the necessary training, support, and direction to use computer software programs and systems necessary for meeting job responsibilities	<i>And</i> ensures that the school improvement plan is technology rich and is aligned with the district technology, school improvement, and/or strategic plans as appropriate	<i>And</i> advocates at the district, community, and state levels for policies, programs, and resources that support the use of technology to better serve students and increase/expand student

			learning
	Maintains, monitors and guides the use of school technology resources	<i>And</i> ensures that staff have the necessary training, support, and direction to use instructional technology as designated and/or appropriate for student mastery of the district curriculum	<i>And</i> works with staff to use instructional technology to expand learning access (any time; anywhere; any way) and learning opportunity (any legitimate and student appropriate learning purpose)

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School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 5 – Systems			
Technology Integration and Competence Factors			
Leadership for Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Seeks out and shares information sources about using technology to increase learning opportunity and achievement	<i>And</i> validates leadership decisions about the role of technology in the school with relevant and research supported information sources	<i>And</i> contributes to district level decision making by providing/sharing relevant and research supported information sources about the use of technology to meet district goals
	Participates in building a shared vision for teaching and learning with technology at the district	<i>And</i> advocates at the building and district levels for evidenced based effective practices in the use of	<i>And</i> advocates at the district, community, and state levels for policies, programs, and resources that support



	and/or building level	technology to increase learning achievement and increase student learning	the use of technology to better serve students and increase/expand student learning
	Informs parents and the community about the role of technology in the school's teaching and learning programs	<i>And</i> holds teachers accountable for involving and informing students and parents in the use technology to achieve the full benefit of the school's teaching and learning programs	<i>And</i> fosters a culture of risk-taking for promoting innovation with technology <i>And</i> recognizes and rewards staff and student initiative in creating innovative ways to use technology to enhance, expand, and increase learning

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School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 5 - Systems			
Human Capacity Development Factors			
Professional Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Develops a personal professional learning plan based on building and district school improvement goals and personal performance evaluation feedback	<i>And</i> updates and revises his/her personal professional learning plan yearly using student achievement data, staff evaluation data, school/district improvement data and performance evaluation feedback <i>And</i> has knowledge of and incorporates into his/her learning plan evidenced-based practice for schools and school leaders	<i>And</i> has knowledge of and incorporates into his/her learning plan evidenced-based practice for schools and school leaders <i>And</i> contributes research or research findings to inform professional learning at the school and/or

Domain 5 - Systems			
Human Capacity Development Factors			
Professional Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
		<p><i>And</i> maintains active engagement with professional organizations and other sources of professional learning</p>	<p>district level</p> <p><i>And</i> serves on local, state, or national professional learning projects or initiatives</p>
	<p>Ensures that staff develop professional learning plans through the district staff evaluation process</p>	<p><i>And</i> ensures that staff are engaged in differentiated professional learning that address their individual learning plans</p> <p><i>And</i> actively participates in professional learning required of teachers</p> <p><i>And</i> ensures that staff engage with and use educational research and best practice</p>	<p><i>And</i> ensures that staff are engaged in differentiated professional learning that address building and/or district school improvement plans</p> <p><i>And</i> develops a overarching building professional learning system aligned with standards for professional learning</p> <p><i>And</i> develops a collaborative professional learning culture wherein building staff seek out and engage one another with research and best practice information.</p> <p><i>And</i> evaluates the evidence of the effectiveness of professional learning on staff performance and student achievement data.</p>
	<p>Plans for and supports induction and mentoring for new employees</p>	<p><i>And</i> provides a staff an induction, mentoring, and coaching program that supports teachers throughout their probationary period</p> <p><i>And</i> provides training and support for staff mentors and/or coaches</p>	<p><i>And</i> evaluates the effectiveness of the staff induction and mentoring program based on staff performance and student achievement data</p>

An Administrator Evaluation System

Developed by MASA and Michigan ASCD

School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 5 – Systems			
Human Capacity Development Factors			
Leadership Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Engages all staff in the development of school improvement goals	<i>And</i> ensures that staff are involved in the decisions that affect the day-to-day operation of the school	<i>And</i> empowers staff to lead and/or facilitate meetings, lead committees, and assume other leadership roles
	Recognizes the teacher leadership within the building	<i>And</i> develops a collaborative culture where all building staff share	<i>And</i> provides training, resources, and support to staff leaders

		responsibility and leadership for student and school success	
		<i>And</i> involves teachers in the design and implementation of professional learning	<i>And</i> develops emerging administrators through training, mentoring, coaching, and support
		<i>And</i> , ensures students, parents, and other stakeholders share in the leadership of the school	<i>And</i> , establishes school processes and programs to develop parent and student leaders <i>And</i> , ensures that teachers and the school provide students the opportunity to take on meaningful leadership roles in the school and in the process of their own education

An Administrator Evaluation System

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School ADvance PRINCIPAL Evaluation Instrument[®]: 5 Performance Domains & 9 Performance Factors

Domain 5 – Systems			
Human Capacity Development Factors			
Performance Evaluation Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Evaluates staff performance at least annually and provides timely and constructive feedback	<i>And</i> makes regular classroom visits, providing formal and informal feedback to teachers <i>And</i> uses classroom visits to monitor the effectiveness of curriculum	<i>And</i> uses a variety of methods to provide feedback, both positive and corrective to staff <i>And</i> ensures that teachers regularly visit each others' classrooms and provide

		implementation, instruction, and assessment practices	each other feedback
	Follows all state and local procedures for staff performance evaluation	<i>And</i> assists staff in understanding and participating appropriately in state and local procedures for staff performance evaluation	<i>And</i> convenes regular staff discussions about observed classroom practices and the impact of those practices on students
	Develops Individual Development Plans (IDPs) as needed to improve staff performance	<i>And</i> involves staff as full partners in the creation of Individual Development Plans (IDPs)	<i>And</i> empowers staff become partners in the performance evaluation process through the use of performance portfolios, peer coaching, and shared problem solving to improve staff performance
		<i>And</i> provides coaching for staff to improve classroom instruction and student results	<i>And</i> involves staff as peer coaches to support performance improvement
		<i>And</i> participates in professional learning to increase skills in performance evaluation	<i>And</i> coaches other administrators in evaluation practices

An Administrator Evaluation System

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School ADvance PRINCIPAL Evaluation Instrument[®] : 5 Performance Domains & 9 Performance Factors

Domain 5 – Systems			
Human Capacity Development Factors			
Productivity Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff roles and	<i>And</i> hires and/or assigns people to	<i>And</i> differentiates roles and

	responsibilities are communicated and understood	staff positions based on capacity to meet the expectations of those positions	responsibilities as needed to meet the goals of the school <i>And</i> differentiates roles and responsibilities to make optimal use of staff knowledge, talents, and expertise
	Establishes regular and reliable school routines and procedures	<i>And</i> communicates about school routines and procedures with staff, students and parents <i>And</i> modifies school routines and procedures as needed to increase productivity and desired outcomes	<i>And</i> elicits feedback from staff, students, and parents about school routines and procedures <i>And</i> engages staff, students, and parents in evaluating, modifying, and creating school routines and processes as needed to increase productivity and desired outcomes

Domain 2 – Leadership																																																																																		
Factor - Vision for Learning and Achievement Factors																																																																																		
Personal Vision Indicators																																																																																		
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Personal Vision Indicator 1		Has established and regularly shares his or her personal vision for students and the school			<i>And</i> demonstrates how his or her vision is informed by research and evidence based models or examples			<i>And</i> inspires staff, parents and students to formulate their own personal vision for learning, service to students, and the school																																																																										
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Personal Vision Indicator 2		Holds a personal vision that honors and celebrates diversity and the worth of every individual			<i>And</i> carries out his/her role as principal in ways that honor and celebrate diversity and the worth of every individual			<i>And</i> inspires others in the school community to behave in ways that honor and celebrate diversity and the worth of every individual																																																																										
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The above shows two Indicators from the School ADvance rubric. The pieces in the orange box indicate how the Principal, Supervisor, and other “Rater Groups” assessed the Principal. (In the above case, the Supervisor had not yet rated the Principal.) “Rater Groups” don’t have to be used, but it will be an option.

Also, notice that the Principal and/or Supervisor have the ability to upload evidence – or refer to evidence - for each individual descriptor.

10.4 Application of Learning	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader applies professional development learning	In addition to being proficient, this leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization. In addition, this leader regularly shares these application tools with other schools, departments, or districts in order to maximize the impact if the leader’s personal learning experience.	There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional development programs that lack clear evidence of success when applied in the organization.	The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.	Even on those rare occasions when this leader engages in professional development, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional development is an expense, not an investment in constructive improvements.