

PRINCIPAL/ASSISTANT PRINCIPAL FINAL APPRASIAL

School Advance PRINCIPAL Evaluation Instrument©: Five Performance Domains & Nine Performance Factors

The Summary Rubrics used for the evaluation process provides administrators and their evaluators with a condensed version of the Full Rubrics. The Summary Rubrics match directly to the School ADvance performance evaluation framework and full rubrics. 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.

Domain 1 - Results

Student, Teacher, and School Results Factors

	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>	<i>Not applicable</i>
Teacher Results, Based on Student Results Characteristic	Ineffective	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	Not applicable
Student Results Characteristic	Ineffective	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	Not applicable
Student Results Item: Achievement Gaps Characteristic	Ineffective	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	Not applicable

School Results Item: Improved School Programs and Process Characteristic	Ineffective	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***	Not applicable
---	-------------	--	---	---	----------------

*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.

Domain 1 Overall Rating

<i>Not Applicable</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
Not Applicable	Minimally Effective	Effective	Highly Effective

Comments related to Domain 1 Rating:

Domain 2 - Leadership

Vision for Learning and Achievement Factors

	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>	<i>Not applicable</i>
Personal Vision Characteristics	Ineffective	Maintains and communicates an informed vision of success for all students	And advances his/her personal vision in ways that honors and celebrates diversity and the worth of every individual	And sets both an example and an expectation for treating all persons with civility, respect, and dignity	Not applicable
Shared Vision Characteristics	Ineffective	Works with staff, students, parents, and community to build a shared vision of learning for all students	And enlists staff, students, and parents in working on and regularly updating the shared vision based on current information	And monitors progress, aligns resources, and fosters innovation to achieve the shared vision based on valid measures of success	Not applicable

Leadership Work and Behavior Factors

<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>	<i>Not applicable</i>
--------------------	----------------------------	------------------	-------------------------	-----------------------

<i>Informed Characteristics</i>	Ineffective	Uses valid data, information, and research to inform goals, strategies, and practices	And guides staff to use multiple sources of data, information and research to inform goals, strategies, and practices	And works with staff to use data, information, and research to set priorities, evaluate school programs, and collaborate for improved results	Not applicable
<i>Strategic and Systemic Characteristics</i>	Ineffective	Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school	And works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals	And works with staff, students and parents to link school priorities and strategies into a systemic plan to achieve school and district goals	Not applicable
<i>Fair, Legal, Honest, Ethical and Professional Characteristics</i>	Ineffective	Conducts his/her work in a fair, legal, and ethical manner	And, holds school personnel accountable for fair, legal, and ethical conduct	And contributes to policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct	Not applicable
<i>Resilient Characteristics</i>	Ineffective	Maintains effective personal work habits, is reliable and consistent in fulfilling responsibilities, and renews personal commitment	And models and sets expectations for staff to use habits of reflective practice, personal growth and renewal, reliability, and consistency	And establishes school routines that support and recognize habits of reflective practice, self-assessment, and personal renewal	Not applicable

Domain 2 Overall Rating

<i>Not Applicable</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
Not Applicable	Minimally Effective	Effective	Highly Effective

Comments related to Domain 2 Rating:

Domain 3 - Programs**High Quality/Fidelity/Reliability Instructional Program Factors**

	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>	<i>Not applicable</i>
<i>Curriculum Characteristics</i>	Ineffective	Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction	And ensures that staff communicates curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core curriculum standards and	And assists staff in interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the	Not applicable

			differentiate instruction to meet the needs of all students	curriculum relevant for all students and understood by all parents	
Instruction Characteristics	Ineffective	Has a working knowledge of effective instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs	And 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	And 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	Not applicable
Assessment Characteristics	Ineffective	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	And 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	And works with staff to establish building and district systems, processes, policies, training, and shared leadership for effective assessment and feedback practices	Not applicable

Safe, Effective, Efficient School Operations Factors

	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>	<i>Not applicable</i>
Policies, Laws, and Procedures Characteristics	Ineffective	Maintains current knowledge and acts in accordance with state and federal laws, school safety practices, employee contracts, and district policies	And informs and holds staff accountable for adherence to state and federal laws, school safety practices, employee contracts, and district policies	And 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	Not applicable
Systems, Processes, and Procedures Characteristics	Ineffective	Follows district and establishes school systems, processes, and procedures that guide the operation of the school	And ensures that staff and students understand, follow, and evaluate the systems, processes, and procedures of the school and district	And works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes, and procedures	Not applicable

Allocation and Management of Resources Characteristics	Ineffective	Establishes procedures for and regularly monitors the school's fiscal management and financial status	And communicates with staff about the school's financial status and develops processes for aligning and realigning resources to support school goals	And communicates and collaborates with staff, central office, and stakeholders about the school's financial status and securing resources to achieve school goals	Not applicable
---	-------------	---	--	---	----------------

Domain 3 Overall Rating

<i>Not Applicable</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
Not Applicable	Minimally Effective	Effective	Highly Effective

Comments related to Domain 3 Rating:**Domain 4 Processes****Community Building Factors**

	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>	<i>Not applicable</i>
Relationships Characteristics	Ineffective	Forms relationships with staff, students, families and the broader school community	And, 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	And, works with the community to form partnerships, coordinate services, seek out resources and support, and advocate for the school	Not applicable
Inclusion Characteristics	Ineffective	Welcomes and invites parents and members of the diverse community to be involved with the school	And responds to concerns of students, parents, and the community—involving them in ways that are meaningful and relevant	And ensures all segments of the community are included, involved, respected, and valued	Not applicable
Communications Characteristics	Ineffective	Communicates regularly with internal and external stakeholders about student achievement	And uses a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school	And establishes a regular system of two-way communication with parents, community, and media, while involving parents in their child's education	Not applicable

Evidenced Based and Data Informed Decision Making Factors

	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>	<i>Not applicable</i>
Collaborative Inquiry Characteristics	Ineffective	Creates school routines to examine and	And establishes and works with staff teams to	And trains teachers to lead collaborative	Not applicable

		question student and school results	challenge assumptions, raise questions, and interpret multiple sources of student results to create evidence based instructional plans	inquiry, assist colleagues in developing evidence based goals and strategies, and disseminate successful improvement work	
Systematic Use of Multiple Data Sources Characteristics	Ineffective	Works with staff to use multiple forms of student data (including sub-groups) and school data to identify school improvement goals	And works with staff to analyze multiple year student data (including sub-groups) and school data trends and select evidence-based strategies to achieve the school improvement goals	And 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	Not applicable
Data Systems Characteristics	Ineffective	Is knowledgeable about, and sets clear expectations for, staff use of the school's data systems	And ensures that staff are knowledgeable and monitored in their use of the school's data systems for classroom assessment and progress monitoring	And 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	Not applicable

Domain 4 Overall Rating

<i>Not Applicable</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
Not Applicable	Minimally Effective	Effective	Highly Effective

Comments related to Domain 4 Rating:

Domain 5 – Systems

Technology Integration and Competence Factors

	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>	<i>Not applicable</i>
Personal Use of Technology Characteristics	Ineffective	Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications	And models personal use of technology, participates in electronic learning communities, and makes creative use of technology to enhance communications and accomplishment of job responsibilities	And learns and uses emerging technologies to increase productivity, develop leadership, and expand staff use of technology	Not applicable

<i>Learning and Teaching with Technology Characteristics</i>	Ineffective	Ensures that staff have the necessary training, support, direction, and monitoring to make effective use of technology for communications and routine job responsibilities	And assists staff in exploring new uses for instructional technology, ensuring that technology is integrated into school plans for improving curriculum management, instruction, and assessment	And provides leadership, advocacy, and creative solutions for school and district level use of technology to improve parent and community involvement, expand student learning opportunities, improve the monitoring and communication of student progress and adapt the teaching and learning environment for better student results	Not applicable
<i>Leadership for Technology Characteristics</i>	Ineffective	Builds a shared vision with staff and parents for using technology to enhance classroom instruction and improve student results	And works with staff to identify evidence-based technology practices that improve instruction, extend learning opportunities and foster student and parent engagement in the learning process	And provides leadership for district policies and practices that encourage and recognize staff initiative and innovative use of technology to improve student results	Not applicable

Human Capacity Development Factors

	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>	<i>Not applicable</i>
<i>Professional Development Characteristics</i>	Ineffective	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	And establishes processes for self and staff to refine personal growth plans with data and research, while engaging in professional learning and performance evaluation	And works with staff to evaluate the school's professional learning culture and the impact of internal and external professional learning on student results	Not applicable
<i>Leadership Development Characteristics</i>	Ineffective	Involves staff in school decision making processes	And helps staff build a culture where they share responsibility and	And identifies, develops, and supports staff, student, and parent	Not applicable

		and recognizes staff leadership	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	leaders with the training, mentoring, and coaching needed to carry out meaningful leadership roles in the school	
Performance Evaluation Characteristics	Ineffective	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)	And 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	And involves staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the performance evaluation process	Not applicable
Productivity Characteristics	Ineffective	Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work	And makes evidence based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes	And 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	Not applicable

Domain 5 Overall Rating

<i>Not Applicable</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
Not Applicable	Minimally Effective	Effective	Highly Effective

Comments related to Domain 5 Rating:**Overall Final Rating**

<i>Not Applicable</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
Not Applicable	Minimally Effective	Effective	Highly Effective

Comments related to Overall Final Rating: