Horseheads Central School District

PRINCIPAL

Annual Professional Performance Review

(APPR)

July 2012-June 2013

Introduction

On May 28, 2010, the Governor signed Chapter 103 of the Laws of 2010, which added a new section 3012-c to the Education Law, establishing a comprehensive evaluation system for classroom teachers and building principals. The board of education shall adopt a plan which may be a multi-year plan, for the annual professional performance review of building principals. This evaluation system described in this plan will be used as a significant factor for employment decisions.

The Horseheads Central School District, in collaboration with the Horseheads Administrators' Association, developed this professional performance review plan. Collective bargaining occurred as specified by regulation. Once approved by the Board of Education, the plan will be submitted to the New York State Education Department and then posted to the district website once approved by NYSED.

For the 2012-2013 school year, this plan will apply to all building principals as defined in Section 80-1 of the Commissioner's regulations. All other administrators will be evaluated using a 60-point scale from the selected Rubric.

Principal Evaluation

ISLLC (2008) Leadership Standards

The professional performance review plan for principals is based on the NYS Educational Leadership Policy (ISLLC) Standards.

Vision, Mission, and Goals: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

- **Teaching and Learning**: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- **Managing Organizational Systems and Safety**: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- **Collaborating with Families and Stakeholders**: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- **Ethics and Integrity**: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
- **The Education System**: An education leader ensures the success of all students by influencing interrelated systems of political, economic, legal and cultural contexts affecting education to advocate for their teachers' and students' needs.

Principal Effectiveness

Annual professional performance reviews shall differentiate principal effectiveness using a composite effectiveness score. Based on such a composite effectiveness score a principal shall be rated as Highly Effective, Effective, Developing, or Ineffective. The composite score is determined as follows:

Growth on State Assessments or Comparable Measures

20% is based on student growth on State assessments or other comparable measures of student growth (increased to 25% upon implementation of a value-added growth model). Student growth means the change in student achievement for an individual student between two or more points in time. Student growth percentile score shall mean the result of a statistical model that calculates each student's change in achievement between two or more points in time on a State assessment or other comparable measure and compares each student's performance to that of similarly achieving students. Value-added growth score shall mean the result of a statistical model that incorporates a student's academic history and may use other student demographics and characteristics, school characteristics and/or teacher characteristics to isolate statistically the effect on student growth from those characteristics that are generally not in the teacher's or principal's control. The characteristics included may be different for teachers and principals, based on empirical evidence and policy determinations.

Data that are provided by SED will provide the number of points (out of the possible 20 or 25) toward the composite score a principal will be awarded for the student growth portion for ELA and mathematics 4-8, and state assessments and/or graduation rates for high school. As SED adds grades and/or subjects, these will be included in this section.

If a principal is not covered by a state-provided growth or value-added measure, the principal will have at least one student learning objective based upon state assessment(s) that will combine with the state-provided growth or value-added measure to determine a score on student growth measures. For principals with a state-provided growth measure and a student learning objective(s) for comparable growth, the measures will each earn a score from 0-20 points, and the District will weigh each in proportion to the number of students covered by the student learning objectives(s) and/or state-provided growth score to reach a combined score for this subcomponent.

Student Learning Objective Structure

Population	Students assessed
Learning Content	New York State Learning Standards
Interval	Course duration
Evidence	1. Summative assessment results from students in previous year or 2. District-wide pre-assessment administered at the beginning of the school year 3. District-wide summative assessment administered at the end of the school year

Baseline	Summary of student results on 1 or 2 above.			
Target(s) **and** **HEDI Scoring**	1. ___% of students scoring ___% on baseline assessment will score____% or higher, as measured by the summative assessment or 2. ___% of students will score ____% or higher as measured by the summative assessment			
	High Effective (18-20 points)	Effective (9-17 points)	Developing (3-8 points)	Ineffective (0-2 points)
	85-100% of students meet above targets	70-84% of students meet above targets	50-69% of students meet above targets	0-49% of students meet above targets
Rationale	Previous work in _____ focused on_____. The diagnostic assessment is heavily focused on _____, which are essential components of the _____ curriculum. Current course _____ requires students build on their learning from past course _____in order to acquire mastery in these areas to be prepared for next course_____. Since ____students completed the past course _____ having achieved basic proficiency levels, I am confident they will achieve ____ mastery or above on at least _*_ % of the current course_____ materials.			

Student Learning Objective Conversion Scale

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
95+	94-90	89-85	84	83	82	81	80-79	78-77	76-75	74-73	72-70	69-66	65-62	61-58	57-54	53-52	51-50	49-30	29-15	14-0

Locally Selected Measures of Student Achievement or Growth

20% of the composite effectiveness score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner, (decreased to 15% upon implementation of value-added growth model).

Student performance on locally selected assessments approved for use in teacher evaluations will be used to determine the score for this subcomponent as follows:

K-6   The Building Principal score will be based upon the average score the grade-level teachers in the building received for their local score (using Treasures final assessment)

7-8   The building principal score will be based upon the average score the English, SS, Math and Science teachers in the building received for their local score (using final local assessments)

9-12   The building principal score will be based upon the building-wide ELA scores.

Multiple Measures of Effectiveness

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score is based on other measures of principal effectiveness consistent with standards prescribed by the Commissioner in regulation. Based on its inclusion of the SED-approved list of rubrics, the Multidimensional Principal Performance rubric will be used to evaluate principals. That rubric is included in the appendix.

In order to support continuous professional growth, 60 points shall be based on a broad assessment of the principal's leadership and management actions including school visits by the superintendent, review of school documents, records, state accountability processes, and participation in administrative council functions.

The following formula will be used to calculate the number of points for the principal effectiveness composite score (the rubric is a four point rubric) for each indicator.
There are six domains. Each domain is comprised of a set of dimensions. Each dimension will be scored as follows:

Element Score	Performance Level
1	Ineffective
2	Developing
3	Effective
4	Highly Effective

Each domain will be scored as follows:

$$\frac{(\ 3\ (\#\ dimensions\ scoring\ 4)\ +\ 3\ (\#\ dimensions\ scoring\ 3)\ +(\#\ dimensions\ scoring\ 2)\ )\ X\ 10}{3\ (\#\ dimensions\ in\ the\ domain)}$$

The scores of each domain will be totaled to determine the number of total points (out of 60) for the multiple measures component of the composite score.

Timely Provision of Feedback

School visits will occur in order to observe and gather evidence to make a broad assessment of principal leadership and management actions based on the principal practice rubric. School visits for probationary principals will occur at a minimum of three times each year. At least one visit will be unannounced.

School visits for tenured principals will occur at a minimum of two times each year. At least one visit will be unannounced.

A post-observation meeting may occur at which time the evidence gathered during the visit will be discussed. The principal will have the opportunity to present evidence of principal leadership and management actions based on the principal practice rubric.

The summative evaluation, including composite effectiveness score for locally selected measures of student achievement and other measures of effectiveness will be discussed with the principal during a summative evaluation meeting by September 1st The total composite effectiveness score will be provided to the principal once NYSED has provided the score for growth on state assessments or other comparable measures.

Subcomponent and Composite Scoring Ranges 2012-13

The State Education Department has set the following scoring ranges for the overall rating categories and the rating categories for the State assessment and other comparable measures subcomponent and the locally selected measures subcomponent.

Level	Student Growth on State Assessments or Other Comparable Measures	Locally Selected Measures of Student Achievement	60% Other Measures
Ineffective	Results are well-below State average for similar students (or district goals if no State test).	Results are well-below district or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results are well below standards.
Developing	Results are below State average for similar students (or district goals if no State test).	Results are below district or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet standards.
Effective	Results meet State average for similar students (or district goals if no State	Results meet district or BOCES-adopted expectations for growth or	Overall performance and results meet standards.

		achievement of student learning standards for grade/subject.	
Highly Effective	Results are well-above State average for similar students (or district goals if no State test).	Results are well above district or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results exceed standards.

Level	Growth or Comparable Measures (Student Learning Objectives)
Highly Effective	Results are well-above state average for similar students (or District goals if no state test).
Effective	Results meet state average for similar students (or District goals if no state test).
Developing	Results are below state average for similar students (or District goals if no state test).
Ineffective	Results are well-below state average for similar students (or District goals if no state test).

Subcomponent and Composite Scoring Ranges for 2012-13 School Year for Teachers/Principals with a Value-Added Growth Measure Provided from NYSED.

Level	Student Growth on State Assessments or Other Comparable Measures	Locally Selected Measures of Student Achievement	Other 60 Points		Overall Composite Score
Ineffective	0-2	0-2	0-20		0-64
Developing	3-9	3-7	21-40		65-74
Effective	10-21	8-13	41-54		75-90
Highly Effective	22-25	14-15	55-60		91-100

Subcomponent and Composite Scoring Ranges for 2012-13 School Year for Teachers /Principals with a Student Growth Score Provided from NYSED or Other Comparable Measures Used to Determine Student Growth Score

Level	Student Growth on State Assessments or Other Comparable Measures	Locally Selected Measures of Student Achievement	Other 60 Points		Overall Composite Score
Ineffective	0-2	0-2	0-20		0-64
Developing	3-8	3-8	21-40		65-74
Effective	9-17	9-17	41-54		75-90
Highly Effective	18-20	18-20	55-60		91-100

The State Education Department is responsible for determining the subcomponent scoring ranges for student growth on state assessments or other comparable measures and the locally selected measures of student achievement. It is also responsible for determining the overall composite score. The subcomponent scoring ranges in the above chart for the other 60 points have been developed locally.

Professional Development

Professional development objectives for the principal will be based on the evaluation, in addition to school and/or district priorities.

Evaluator Training

The Board of Education will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize various offerings for the training of evaluators, including the GST BOCES Network Team evaluator/ lead evaluator training, NYSCOSS and other professional organization, in accordance with SED procedures and processes. The training will occur on a monthly basis throughout the school year with the total training time commensurate with SED expectations. Lead evaluator training will include training on:

1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
2) Evidence-based observation techniques that are grounded in research;
3) Application and use of the student growth percentile model and the value-added growth model;
4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal's practice;
5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent. teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;

7) Use of the Statewide Instructional Reporting System;
8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and
9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Upon completion of the initial training for evaluators/lead evaluators, administrators will be certified as lead evaluators. Administrators responsible for teacher/principal evaluation will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators. This training will support the continued growth in understanding of the nine elements of performance review listed above. Administrators who complete the annual follow-up training will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability of evaluators over time.

Data Linkage

The district will provide all of the data elements described by SED. Through this process the district will provide accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner. Scores for all principals will be reported to NYSED for each subcomponent, as well as composite rating, as per NYSED requirements.

Professional Improvement Plans

If a principal's performance is evaluated as "ineffective" or "developing", the supervisor shall be required to develop a Professional Improvement Plan in consultation with the staff member. Such Plan will be provided to the staff member and implemented within ten days of the start of the school year within which the Plan will be applied. The Plan shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and the manner in which the improvement will be assessed. The Plan will be presented to the principal within 10 school days from the opening of classes the following September.

The plan will describe the professional learning activities that the staff member must complete. These activities will be connected to the areas needing improvement. The artifacts that the staff member must produce that could serve as benchmarks for improvement and as evidence for the successful completion of their improvement plan will be described. The plan will include the additional support and assistance that will be provided to the staff member. Upon completion of the improvement plan, the supervisor will meet with the staff member to review the plan, including artifacts and evidence in order to provide a final, summative rating for the staff member.

Appeals

The following procedure is the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal's performance review, and/or improvement plan.

A principal who receives an effectiveness composite score rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.

A principal may appeal only the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Appeals concerning a principal's performance review must be filed no later than fifteen (15) calendar days of the date when the principal receives it.

STEP 1

A principal wishing to initiate an appeal must submit, in writing, to the Superintendent a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

Under this appeals process the principal bears the burden of proving by substantial evidence the merits of his or her appeal.

An initial meeting will be held between the principal and the Superintendent to resolve the issues in the appeal. Within fifteen (15) days, the Superintendent shall issue a decision either granting or denying the appeal or granting the appeal and modify the remedy.

STEP 2

Should the principal not be satisfied with the superintendent's decision, the principal may appeal the decision to the GST BOCES District Superintendent or his/her designee. The District Superintendent or his/her designee shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the principal filed his or her appeal.

The decision of the District Superintendent or his/her designee shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the District Superintendent or his/her designee shall not be subject to any further appeal.

Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans, and must be initiated within fifteen (15) calendar days of the alleged failure of the District to comply with such requirements.

Multidimensional Principal Performance Rubric

Domain 1 – Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture[1] *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	claims to have a vision and mission for the school, but keeps it private	identifies the school's vision and mission, and makes them public	**collaborates** with key stakeholders in the school **to develop and implement a shared vision and mission for learning**	engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision[2] and mission for learning
	school vision and mission are unrelated to the district vision and mission	school vision and mission are created in isolation of the district's vision and mission and aligned as an afterthought	school vision and mission aligns with the vision and mission of the district	school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide
	disregards the need to use the school's vision and mission to guide goals, plans and actions	refers to the school vision and mission as a document unconnected to programs, policies or practices	explicitly links the school's vision and mission to programs and policies	uses the school's vision and mission as a compass to inform reflective practice, goal-setting, and decision-making
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	assumes that the school's improvement is either an event or the responsibility of a single individual	provides selected staff with opportunities to discuss school improvement efforts	has a process and structure in place for organizational improvement and uses it to assess the school	uses and regularly evaluates strategic processes and structures to **promote the school's continuous and sustainable improvement**

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[1] In the electronic version, Culture is hyperlinked to an input PowerPoint.

[2] In the electronic version, shared vision is hyperlinked to an annotated shared visioning activity.

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Multidimensional Principal Performance Rubric

Domain 2 – School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	acknowledges the need for communication and collaboration	considers proposals for collaborative structures and projects	supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice	establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice
	provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices to several individuals	encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design	develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects)	**nurtures and sustains a culture of collaboration, trust, learning, and high expectations** by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice
	creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures	creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures	**creates a personalized and motivating learning environment for students** in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures	engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful,[3] relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways

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[3] In the electronic version, *meaningful* will hyperlink to an activity on engagement and meaningfulness

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Multidimensional Principal Performance Rubric

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Instructional Program *(design and delivery of high quality curriculum that produces clear evidence of learning)*	promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts	establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning	**creates a comprehensive, rigorous, and coherent curricular program** that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks	engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question
	maintains a hands off approach to instruction	provides mixed messages related to expectations for instructional methodology and own understanding of "best practices"	**supervises instruction** and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work	supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning
	initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	**maximizes time spent on quality instruction** by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time	involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them

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	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Capacity Building *(developing potential and tapping existing internal expertise to promote learning and improve practice)*	assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students	invests in activities that promote the development of a select group of leaders	**develops the instructional and leadership capacity of staff**	develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school
	is unaware of effective and appropriate technologies available	provides the necessary hardware and software, and establishes the expectation that teachers will integrate technology into student learning experiences	**promotes the use of the most effective and appropriate technologies to support teaching and learning** and ensures that necessary resources are available	engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization
Sustainability[4] *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	uses "accountability" to justify a system that links student achievement with accolades and blame	assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other	**develops assessment and accountability systems to monitor student progress,** uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement.	facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future.

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[4] In the electronic version, *Sustainability* will hyperlink to a PowerPoint providing input on Sustainability.

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Multidimensional Principal Performance Rubric

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Strategic Planning Process: **monitoring/inquiry** *(the implementation and stewardship of goals, decisions and actions)*	judges the merit of the instructional program based on what is used by others	evaluates the impact of the instructional program based on results of standardized assessments	gathers input from staff and surveys students as well as formal assessment data as part of process to **monitor and evaluate the impact of the instructional program**	provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement

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Multidimensional Principal Performance Rubric

Domain 3 – Safe, Efficient, Effective Learning Environment
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Capacity Building *(developing potential and tapping existing internal expertise to promote learning and improve practice)*	obtains and uses human, fiscal and technological resources based on available funds or last year's budget instead of need	obtains human, fiscal and technological resources and allocates them without an apparent plan	**obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources**	considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs
	considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others	shares "leadership" by providing others with limited responsibilities for tasks and functions but no decision making ability	**develops the capacity for distributed leadership by** providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles	embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-creates a process by which today's leaders identify, support and promote the leaders of tomorrow
Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it	establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures	**promotes and protects the welfare and safety of students and staff**	engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls

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	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	avoids engaging with management or operations systems	**monitors and evaluates the management and operational systems**	monitors, evaluates and revises management and operational systems	establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement
Instructional Program *(design and delivery of high quality curriculum that produces clear evidence of learning)*	allocates time as required to comply with regulations and mandates	schedules time outside of the typical school day for teachers to support instruction and learning	**ensures teacher and organizational time is focused to support quality instruction and student learning**	engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning

Multidimensional Principal Performance Rubric

Domain 4 - Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Strategic Planning Process: Inquiry *(gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success)*	makes decisions about whether or not to change the educational environment based on own impressions and beliefs	**collects and analyzes data and information pertinent to the educational environment**	collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements	engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement
Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	considers the community as separate from the school	provides isolated opportunities for including the community in a school activity or for engaging students in community outreach or service projects	**promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through diverse activities**	engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	identifies lack of family and caregiver involvement as a key explanation for lack of achievement	takes actions intended to increase family and caregiver support for the school	**builds and sustains positive relationships with families and caregivers**	builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts

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Multidimensional Principal Performance Rubric
Domain 5 – Integrity, Fairness, Ethics
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	associates "accountability" with threats and blame for students' academic and social difficulties	focuses on accountability for academic and social success of students whose test results threaten the school's standing	**ensures a system of accountability for every student's academic and social success**	enables an approach to "accountability" that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student's academic and social success
	makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them.	makes decisions and takes actions without considering consequences, dealing with them if and when they occur	**considers and evaluates the potential moral and legal consequences of decision-making**	engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good
	blames mandates for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders	assumes responsibility for decisions and actions related to mandates	assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility	promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school's learning and work and align with its ethical and moral beliefs

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	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others	proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others	**models principles of self-awareness, reflective practice, transparency, and ethical behavior**	engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school, and determining how to replicate them
	pays lip service to values related to democracy, equity and diversity	holds others accountable for upholding the values of democracy, equity and diversity	**safeguards the values of democracy, equity, and diversity**	provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity
	implements strategies that group and label students with specific needs, isolating them from the mainstream	asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action	**promotes social justice and ensures that individual student needs inform all aspects of schooling**	creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions

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Multidimensional Principal Performance Rubric

Domain 6 – Political, Social, Economic, Legal and Cultural Context
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	appears unaware of decisions affecting student learning made outside of own school or district	reacts to district, state and national decisions affecting student learning	**acts to influence local, district, state, and national decisions affecting student learning,** within and beyond their own school and district	engages the entire school community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning
	waits to be told how to respond to emerging trends or initiatives	continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field	**assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies**	draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements
Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	advocates for self and own interests	advocates for selected causes	**advocates for children, families, and caregivers**	guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another

Multidimensional Principal Performance Rubric

Other: Goal Setting and Attainment

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Uncovering Goals • Align • Define	"does" goal setting in order to be in compliance with mandates or regulations	completes goal setting activities to satisfy external expectations and assumptions about the connection between principal practice and student learning	engages in the goal setting process as part of own professional improvement as related to improving student learning	embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the school's current reality and the vision
	operates from own opinion and perceptions without attending to vision and data	considers data gathered about teacher practice, academic results and/or school learning environment in isolation of the school and district vision	works with the superintendent to consider the school and district vision and student learning needs, as well as information gathered about teacher practice, academic results and/or the school learning environment	engages a cross role group, including the superintendent, teachers and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, teacher practice, academic results and/or the school learning environment
	extracts goals from own interests	establishes goals that focus on improving teacher practice, and academic results and/or school learning environment	creates goals that connect changes in principal practice to the improvement of teacher practice, academic results, and/or school learning environment in order to improve student learning	generates goals that maximize on the principal's role in improving teacher practice, academic results, and/or school learning environment in the service of improving learning
	goals are isolated action steps, unaligned to a goal that can actually be worked toward	goals are broad, general, aspirational statements that are too big to be assessed	goals are stated in ways that allow progress toward them to be assessed	goals are expressed in statements that are both actionable and measurable

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	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Taking Action • Mobilize • Monitor • Refine	refers in general to working toward goals, but is unable to articulate related steps or strategies	identifies a series of individual actions for each goal without specifying whether the goals are long or short term	creates an action plan that delineates steps and strategies for all goals, regardless of whether they are short or long term	designs an action plan that clearly differentiates between short and long term goals and their associated steps and strategies
	speaks about taking actions, but has trouble committing and getting started	implements the action plan quietly and privately	implements the action plan publically, and invites others to use it as a model for goal setting that they can do as well	shares and implements the action plan publically, and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning
	changes goals to better match what is currently happening or uses what is happening to rationalize giving up	adjusts goals and actions based on instinct and self-perceptions	monitors and refines goals and/or action steps, based on formative assessment of evidence collected	seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan

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Multidimensional Principal Performance Rubric

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4

Evaluating Attainment
• Document
  o Insights
  o Accomplishments
  o New questions
  o Implications for
    moving forward
• Next steps
	documentation is a beginning and end event and focuses on restating actions taken and noting obstacles to goal achievement	sporadically documents thinking related to key moments, obstacles or achievements	periodically documents own thinking and reactions to the progress made obstacles encountered, and insights or questions that arise	throughout the implementation of the action plan, systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences

	categorically claims goal attainment or uses failure to meet goals set as evidence that the goal setting process does not work	evaluates goals and goal attainment based on own impressions of what success should have looked like and what was actually achieved	evaluates goals and goal attainment by assessing "evidence of success," establishing the degree to which the goal has been achieved, and determining next steps towards attaining the school vision	taps the perspectives of those who supported the initial data analysis to help evaluate goal attainment and related impact on learning by assessing "evidence of success," establishing the degree to which the goal has been achieved, and determining next steps in attaining the school vision and improving learning
	dismisses the possibility of using goals to define next steps	considers new goals based on success in achieving current goals, adjusting them to match perceived ability of the school to actually improve	determines next steps and future actions to improve student learning, teacher practice, academic results and/or the school learning environment in light how successful the recent work was in making improvements	engages stakeholders[7] in planning, future goals, actions and next steps to improve student learning, teacher practice, academic results and/or the school learning environment based on how much closer the school and district are to the vision

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[7] In the electronic version, stakeholders would be a hyperlink to a definition and stakeholder identification activity.

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