

Rubric for Evaluating Principals (Required)

This form **must** be completed by the principal as a part of the self-assessment process and by the superintendent or designee in preparation for the summary evaluation conference.

Name: _____ Date: _____

School: Niobrara County High School District: Niobrara Co. Sch. Dist.#1

Evaluator: George Mirich Title: Superintendent

Start Time: _____ End Time: _____

Framework Component I: Principal Leadership Responsibilities Associated with Managing Change

Managing Change involves understanding the implications of change efforts for stakeholders and adjusting leadership behaviors accordingly.

1a. Change Agent: Is willing to and actively challenges the status quo.				
Developing	Proficient	Accomplished	Distinguished (Comment Required)	Not Demonstrated (Comment Required)
<input type="checkbox"/> Uses a variety of data to identify necessary change initiatives.	. . . and <input type="checkbox"/> Builds on data analysis to define processes and protocols in order to create or adopt new and better ways to improve school and classroom practices.	. . . and <input type="checkbox"/> Consistently attempts to operate at the edge instead of the center of the schools' competence by leading the implementation of research-based initiatives even though outcomes may be uncertain.	. . . and <input type="checkbox"/> Leverages the influence of opinion leaders to strategically target and frame change initiatives in order to increase the rate of adoption. <input type="checkbox"/> Is recognized in the education community as an advocate for new and innovative ways of schooling.	
1b. Flexibility: Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.				
<input type="checkbox"/> Understands the importance of how different change initiatives may be perceived differently by various stakeholders and how they may impact others.	. . . and <input type="checkbox"/> Adapts leadership style to the needs of specific situations. <input type="checkbox"/> Implements procedures that encourage teachers and staff to express opinions and perceptions even if they are contrary to those held by individuals in positions of authority.	. . . and Creates and uses transitions teams during times of change to <input type="checkbox"/> Assist individuals in transitioning into the new ways of doing things. <input type="checkbox"/> Adapt quickly to changing environments and contexts.	. . . and Improves collective efficacy by <input type="checkbox"/> Effectively managing change. <input type="checkbox"/> Building on the collective ability of the school community to adapt to contextual conditions.	

1c. Ideals and Beliefs: Communicates and operates from strong ideals and beliefs about school and schooling.				
Developing	Proficient	Accomplished	Distinguished (Comment Required)	Not Demonstrated (Comment Required)
<input type="checkbox"/> Possesses well defined beliefs about schools and schooling that align with district non-negotiable goals.	. . . and <input type="checkbox"/> Creates demand for change through sharing beliefs about school, teaching and learning with teachers and staff. <input type="checkbox"/> Demonstrates behaviors that exemplify stated beliefs about school and schooling.	. . . and <input type="checkbox"/> Creates demand for change through symbolically communicating ideals and beliefs throughout the community. <input type="checkbox"/> Creates opportunities to implement change that exemplifies ideals and beliefs.	. . . and <input type="checkbox"/> Shares leadership in a manner that extends and promotes the ideals and beliefs about schools and schooling throughout the community. <input type="checkbox"/> Perseveres in the face of challenges to effectively sustain positive change.	
1d. Intellectual Stimulation: Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture.				
<input type="checkbox"/> Understands and articulates the current rigorous and relevant research and theory on effective schooling.	. . . and <input type="checkbox"/> Uses rigorous and relevant research and theory on effective schooling to create demand for change by providing professional development opportunities.	. . . and <input type="checkbox"/> Uses the outcomes of professional development on rigorous and relevant research and theory on effective schooling to guide professional learning community discussions and activities.	. . . and <input type="checkbox"/> Provides vicarious and mastery experiences for teachers that capitalize on staff development outcomes and discussions of effective schools practice.	
1e. Knowledge of Curriculum, Instruction, and Assessment: Is knowledgeable about the current curriculum, instruction, and assessment practices.				
<input type="checkbox"/> Articulates knowledge of curriculum, instruction, and assessment in a way that enables staff to understand and apply the knowledge.	. . . and <input type="checkbox"/> Provides guidance regarding curriculum, instruction, and assessment in order to ensure effective practices in every classroom.	. . . and <input type="checkbox"/> Provides mastery and vicarious experiences of research-based practices in curriculum design, instructional strategies, and assessment practices through professional development and action research.	. . . and <input type="checkbox"/> Leverages mastery and vicarious experiences to increase the collective efficacy of teachers and staff.	

1f. Monitor and Evaluate: Monitors the effectiveness of school practices and their impact on student learning.

Developing	Proficient	Accomplished	Distinguished (Comment Required)	Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands the impact of school practices on student learning and achievement. <input type="checkbox"/> Understands the impact that change may have on individuals in the school.	. . . and Uses a variety of data and processes to <input type="checkbox"/> Drive decisions about initiating new and innovative research-based programs and interventions. <input type="checkbox"/> Monitor the needs and performance of individuals, groups, and the school as a whole.	. . . and <input type="checkbox"/> Routinely works collaboratively with teachers and staff to assess the impact of research-based programs and interventions on student learning and achievement.	. . . and <input type="checkbox"/> Monitors the fidelity and consistency of the implementation of research-based practices and their impact on student learning and achievement.	

1g. Optimize: Inspires and leads new and challenging innovations.

<input type="checkbox"/> Portrays a positive attitude about the ability of teachers and staff to accomplish school goals.	. . . and <input type="checkbox"/> Inspires teachers and staff to individually and collectively accomplish school goals.	. . . and <input type="checkbox"/> Inspires and motivates teachers and staff to accomplish things they consider to be beyond their grasp.	. . . and <input type="checkbox"/> Promotes perseverance and hope during challenging times.	
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Comments

Recommended Actions:

Examples of Artifacts:

- ELL Monitoring Notebook
- Professional Development Plan
- Regular Feedback to Teachers and Staff Regarding Performance
- Planning and Leading Professional Development
- Classroom Walkthrough Data
- Monitoring Plan
- Operating Principles and Working Agreements
- _____
- _____

Framework Component II: Principal Responsibilities Associated with Focus of Leadership

Focus of Leadership involves accurately and pro-actively targeting appropriate areas for school improvement efforts.

2a. Contingent Rewards: Recognizes and rewards individual accomplishments.				
Developing	Proficient	Accomplished	Distinguished (Comment Required)	Not Demonstrated (Comment Required)
<input type="checkbox"/> Develops criteria and procedures for recognizing hard work and results from individuals and groups.	. . . and Capitalizes on formal and informal opportunities to <input type="checkbox"/> Recognize the accomplishments and hard work of all stakeholders. <input type="checkbox"/> Maximize the intangible assets of a school.	. . . and <input type="checkbox"/> Involves all stakeholder groups in the recognition and reward process.	. . . and <input type="checkbox"/> Promotes the accomplishments of the school. <input type="checkbox"/> Inspires all stakeholders to make significant contributions. <input type="checkbox"/> Improves perceptions of stakeholders that they have the ability to contribute to increases in student achievement.	
2b. Discipline: Protects teachers from issues and influences that would detract from their time or focus.				
<input type="checkbox"/> Communicates to the entire school community the importance of an effective learning environment, and that instructional time and focus are the school's top priority.	. . . and Establishes systems that minimize or eliminate interruptions and distractions to classroom instruction, including <input type="checkbox"/> A school schedule that maximizes instructional time. <input type="checkbox"/> Policies and procedures that maximize the use of instructional time.	. . . and <input type="checkbox"/> Enforces policies and procedures related to instruction time to assure that all staff members and all students benefit from periods of focused instruction.	. . . and <input type="checkbox"/> Serves as a champion for protecting and maximizing instructional time and focus to assure an effective learning environment.	

2c. Focus: Establishes clear goals and keeps those goals in the forefront of the school's attention.				
Developing	Proficient	Accomplished	Distinguished (Comment Required)	Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands the importance of setting high expectations for student learning and achievement.	. . . and <input type="checkbox"/> Leads the school community in the establishment of rigorous and concrete goals to ensure student learning and achievement.	. . . and Creates processes and procedures to <input type="checkbox"/> Clearly communicate the goals and progress toward achieving them to all members of the school community. <input type="checkbox"/> Maintain a consistent focus on the school's goals.	. . . and <input type="checkbox"/> Leverages high, concrete goals in order to continually create demand for innovation and improvement.	
2d. Involvement in Curriculum, Instruction, and Assessment: Is directly involved in helping teachers design curricular activities and address assessment and instructional issues.				
<input type="checkbox"/> Demonstrates knowledge and understanding of curriculum, instruction, and assessment issues.	. . . and Provides and actively participates with teachers in meaningful professional development and opportunities to <input type="checkbox"/> Actively initiates activities to address curriculum, instruction, and assessment issues. <input type="checkbox"/> Reflect upon their practice. <input type="checkbox"/> Engage in peer-to-peer learning. <input type="checkbox"/> Design instructional and curricular activities. <input type="checkbox"/> Address assessment issues.	. . . and Models effective pedagogy that includes <input type="checkbox"/> Communicating learning goals. <input type="checkbox"/> Acquiring and integrating knowledge. <input type="checkbox"/> Extending and refining knowledge. <input type="checkbox"/> Applying knowledge.	. . . and <input type="checkbox"/> Helps teachers adopt, adapt, or design rigorous research-based curriculum, instruction, and assessment practices, programs, and interventions.	
2e. Order: Establishes a set of standard operating procedures and routines.				
<input type="checkbox"/> Is developing clear structures, rules, procedures, and routines for student and staff behavior.	. . . and <input type="checkbox"/> Has established and consistently enforces policies, procedures, and routines that maximize opportunities for all students to learn.	. . . and <input type="checkbox"/> Maximizes the established policies, procedures, and routines to build a culture that is safe, orderly, and enhances student and teacher abilities to engage in meaningful and productive work.	. . . and <input type="checkbox"/> Uses an orderly environment to sustain confidence in the school's ability to educate all children.	
2f. Outreach: Is an advocate and spokesperson of the school to all stakeholders.				
<input type="checkbox"/> Communicates with stakeholder groups about school initiatives and activities.	. . . and Advocates for the school with <input type="checkbox"/> The Community. <input type="checkbox"/> Parents. <input type="checkbox"/> Central Office. <input type="checkbox"/> Teachers. <input type="checkbox"/> Staff. <input type="checkbox"/> Students.	. . . and <input type="checkbox"/> Collects perception data from the school community to inform advocacy activities.	. . . and Uses community relationships as both tangible and intangible assets to engage all stakeholders in <input type="checkbox"/> Family and community involvement initiatives. <input type="checkbox"/> School governance and improvement. <input type="checkbox"/> Contributing to improving student learning and achievement.	

2g. Resources: Provides teachers with material and professional development necessary for the execution of their jobs.

Developing	Proficient	Accomplished	Distinguished (Comment Required)	Not Demonstrated (Comment Required)
Assesses the resource needs of teachers and staff, including <input type="checkbox"/> Professional development needs. <input type="checkbox"/> Tools, materials, and equipment needs.	. . . and Ensures that teachers and staff have <input type="checkbox"/> Professional development that enhances their teaching. <input type="checkbox"/> Tools, materials, and equipment necessary to perform their duties.	. . . and <input type="checkbox"/> Seeks out additional resources to maximize outcomes for all students.	. . . and <input type="checkbox"/> Implements processes and procedures that ensure the long-term viability of effective programs and practices.	

Comments

Recommended Actions:

Examples of Artifacts:

- Principal Training
- University/School Associations
- Formal Evaluations
- New Program Adoptions
- Grade-Level Meeting Agendas
- Progress Toward Achieving Goals
- Student Handbook
- Safety Plan
- Budget Notebook
- Student Support Plan
- Recognition Events
- Staff Handbook
- Site Calendar
- Master Schedule
- Staff and Teacher Surveys
- Community Activities
- Student Achievement Meetings, Protocols, and Schedules
- _____
- _____
- _____

Framework Component III: Principal Responsibilities Associated with Purposeful Community

A Purposeful Community is one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed upon processes.

3a. Affirmation: Recognizes and celebrates school accomplishment and acknowledges failures.				
Developing	Proficient	Accomplished	Distinguished (Comment Required)	Not Demonstrated (Comment Required)
Privately or individually acknowledges successes and failures of <ul style="list-style-type: none"> <input type="checkbox"/> Students. <input type="checkbox"/> Teachers. <input type="checkbox"/> Staff. <input type="checkbox"/> The school as a whole. <input type="checkbox"/> Communicates the nature of failures and the need to take action to address them. 	. . . and Publicly and fairly recognizes the successes and failures of <ul style="list-style-type: none"> <input type="checkbox"/> Students. <input type="checkbox"/> Teachers. <input type="checkbox"/> Staff. <input type="checkbox"/> The school as a whole. <input type="checkbox"/> Communicates to teachers and staff actions taken and how they contributed to success or failure of school initiatives. 	. . . and Has a plan for systematically and fairly recognizing successes and failures of <ul style="list-style-type: none"> <input type="checkbox"/> Students. <input type="checkbox"/> Teachers. <input type="checkbox"/> Staff. <input type="checkbox"/> The school as a whole. <input type="checkbox"/> Utilizes the recognition of failure as an opportunity to create demand for improvement. 	. . . and Publicly interprets and communicates <ul style="list-style-type: none"> <input type="checkbox"/> Failure as temporary and specific. <input type="checkbox"/> Success as permanent and pervasive. <input type="checkbox"/> Uses successes and failures to increase the belief of teachers and staff in their ability to impact student achievement. 	
3b. Communication: Establishes strong lines of communication with teachers and among students.				
<ul style="list-style-type: none"> <input type="checkbox"/> Implements a variety of strategies to communicate with the teachers, staff, and the larger school community. <input type="checkbox"/> Is accessible to some stakeholder groups. 	. . . and <ul style="list-style-type: none"> <input type="checkbox"/> Implements a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community. <input type="checkbox"/> Is easily accessible to all stakeholder groups. 	. . . and <ul style="list-style-type: none"> <input type="checkbox"/> Systematically monitors and takes steps to improve communication structures within the school. <input type="checkbox"/> Develops and monitors effective systems and protocols to enable stakeholder groups to communicate with each other and with the principal. 	. . . and <ul style="list-style-type: none"> <input type="checkbox"/> Leverages communications among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the district or school. 	
3c. Culture: Fosters shared beliefs and a sense of community and cooperation.				
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement. <input type="checkbox"/> Demonstrates an understanding of how unity of purpose, teamwork, and commitment to the work are interrelated and support the work of the school. 	. . . and <ul style="list-style-type: none"> <input type="checkbox"/> Is the driving force behind a community-wide belief that teachers and staff can impact student learning and achievement. <input type="checkbox"/> Leads the development of an understanding of a unified purpose and a shared vision for the school. 	. . . and <ul style="list-style-type: none"> <input type="checkbox"/> Routinely and systematically monitors the level of collective efficacy in the school. <input type="checkbox"/> Assures that unity of purpose, teamwork, and commitment to the work are at the core of all decisions, activities, and initiatives. 	. . . and <ul style="list-style-type: none"> <input type="checkbox"/> Leverages vicarious and mastery experiences to build collective efficacy around teacher and staff ability to impact student learning and achievement. <input type="checkbox"/> Monitors, evaluates, and annually updates the school's purpose, shared vision, and the systems and procedures that support the schools purpose and vision. 	

3d. Input: Involves teachers in the design and implementation of important decisions.				
Developing	Proficient	Accomplished	Distinguished (Comment Required)	Not Demonstrated (Comment Required)
<input type="checkbox"/> Demonstrates an understanding of the importance of providing opportunities for stakeholder input on important issues and decisions.	. . . and <input type="checkbox"/> Seeks input from and provides opportunities for stakeholder groups to be involved in the school's decision-making processes.	. . . and <input type="checkbox"/> Creates opportunities and sets expectations for stakeholder groups to assume meaningful leadership and decision-making roles.	. . . and <input type="checkbox"/> Leverages stakeholder group input in order to create systems and processes that support rigorous education and relevant outcomes that matter to all.	
3e. Relationships: Demonstrates awareness of the personal aspects of teachers and staff.				
<input type="checkbox"/> Knows teachers and staff on an appropriate personal level in order to keep informed about issues within their lives that may enhance or detract from their performance.	. . . and <input type="checkbox"/> Creates opportunities for teachers and staff to share personal and professional aspirations, prior experiences and successes, interests, and outside activities. <input type="checkbox"/> Acknowledges significant events in the lives of teachers and staff.	. . . and <input type="checkbox"/> Identifies and uses the collection of skills, knowledge, and interests teachers and staff members bring to their jobs to provide opportunities for professional growth.	. . . and <input type="checkbox"/> Strategically uses the strengths and interests of staff to significantly improve student performance.	
3f. Situational Awareness: Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems.				
<input type="checkbox"/> Understands the nature and impact on the school culture of informal groups and relationships among teachers and staff.	. . . and <input type="checkbox"/> Recognizes and addresses potential conflicts and undercurrents among stakeholder groups, and/or issues in the school that could create discord.	. . . and <input type="checkbox"/> Implements strategies to ensure that relationships among formal and informal groups impact the school in a positive way.	. . . and <input type="checkbox"/> Leverages opportunities to build and strengthen trusting and productive relationships in order to strengthen the school's capacity to meet future challenges.	

3g. Visibility: Has quality contacts and interactions with teachers and students.

Developing	Proficient	Accomplished	Distinguished (Comment Required)	Not Demonstrated (Comment Required)
Develops a systematic and strategic plan for visibility that includes <input type="checkbox"/> Frequent visits to classrooms. <input type="checkbox"/> Frequent interactions with all stakeholder groups.	. . . and Implements the strategic plan for visibility that includes <input type="checkbox"/> Frequent visits to classrooms. <input type="checkbox"/> Frequent interactions with all stakeholder groups.	. . . and <input type="checkbox"/> Uses classroom visitations and interactions with stakeholder groups to reinforce the outcomes that matter to all and the overall purpose of the school.	. . . and <input type="checkbox"/> Has established a purposeful community and developed meaningful networks and strategic alliances to accomplish the school's goals.	

Comments

Recommended Actions:

Examples of Artifacts:

- School Vision and Mission Statements
- Progress Toward Achievement of Smart Goals
- Staff Conference Agendas and Minutes
- Staff Bulletins and Newsletters
- Team Meeting Agendas
- Teacher Survey Data
- Community Survey Data
- Identification and Use of Human and Fiscal Resources
- PTA/Principal's Newsletter
- Master Schedule
- PTA Calendar
- School Calendar
- ELL Support Schedule
- Faculty Meeting Agendas, Sign In Sheets, Minutes
- Clear Vision and Mission about Improving Student Achievement
- Student Achievement Data
- Student Attendance Data
- Teacher Attendance Data
- Graduation and Promotion Rates
- _____
- _____

Rubric for Evaluating Principals

Signature Page

Principal Signature

Date

Superintendent or Designee Signature

Date

Comments Attached: Yes No

Superintendent or Designee Signature
(Signature indicates question above regarding comments has been addressed).

Date

Principal Comments:

Note: The principal's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the evaluator and may reply in writing. The signature of the supervisor verifies that the report has been reviewed and that the proper process has been followed according to Niobrara County High School State Board of Education policy for Principal Evaluation process.