Viborg-Hurley School District

Principal Evaluation Rubric

Principal's Name: _____

Date: _____

Evaluator: _____

Component 1.1 Shared Vision for School and Student Success. *An effective principal/assistant principal develops and implements goals, objectives, and strategies to achieve the school's shared vision for school and student success.*			
Unsatisfactory/Not Evident	**Basic**	**Proficient**	**Distinguished**
Principal does not meet the performance domain. **Evaluator narrative is required.**	*Principal does not meet the performance domain but is demonstrating progress toward meeting domain.*	*Principal meets performance domain.*	*Principal exceeds performance domain.*
Narrative:	☐ The principal establishes specific and measureable goals and objectives related to student achievement. ☐ The principal leads and implements a process for developing a shared vision and strategic goals and objectives for student achievement that reflect high expectations for students and staff. ☐ The principal maintains a focus on the vision and strategic goals throughout the school year.	☐ The school's goals, objectives, and strategies reflect a clear relationship between the actions of teachers and leaders aligned to the school improvement plan and the impact on student achievement. ☐ The decisions of the principal are consistent with the vision of the school as reflected in improvement planning documents. ☐ With stakeholders, the principal creates a vision for the school that inspires action. ☐ The strategies contained in the plan are based on a general understanding of research on school and instructional effectiveness. ☐ The vision reflects high expectations for learning and teaching and promotes continuous improvement for administrators, teachers, staff and students in the school.	and... ☐ The principal involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses using appropriate data and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. ☐ The vision of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions. ☐ The strategies contained in the plan cite specific research that shows high effect sizes and influence on student achievement. ☐ The use of strategic guidelines for decision-making filters makes many decisions self-evident and avoids time wasted on unproductive arguments. ☐ The principal ensures that the school's identity (vision, mission, goals, objectives, and strategies) actually drive decisions and inform the culture of the school.

Component 1.2 Reviewing and Monitoring for School Improvement. *An effective principal/assistant principal reviews and monitors the school's vision, mission, goals, and school improvement plans to ensure high expectations for student learning and continuous school improvement.*

Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
*Principal does not meet the performance domain. **Evaluator narrative is required.***	*Principal does not meet the performance domain but is demonstrating progress toward meeting domain.*	*Principal meets performance domain.*	*Principal exceeds performance domain.*
Narrative:	☐ The principal collects and analyzes data for determining the organization's effectiveness in accomplishing the vision of learning and each of the goals in the school improvement plan. ☐ The principal systematically considers new and better ways of leading for improved student achievement and engages stakeholders in the change process.	☐ The principal implements collaborative processes for the collection and analysis of data about the school's progress for the periodic review and revision of the school's improvement plan. ☐ The principal collects and analyzes data at least quarterly with school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning. ☐ The principal utilizes data to modify organizational practices and procedures for any goal in which sufficient progress has not been made.	and... ☐ The principal, using data, initiates changes to strategies to improve performance, school culture, and other conditions related to school success. ☐ The principal collects and analyzes data monthly with school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning and school goals ☐ The principal collects data to examine fidelity to strategies in the school improvement plan. ☐ The principal communicates school-wide goals and actions frequently with all appropriate stakeholders.

Component 2.2 – Involvement in Curriculum, Instruction, and Assessment. *An effective principal/assistant principal leads and supports staff in acquiring, planning, and implementing research-based instructional strategies and technologies that advance the school's vision and goals and meet the diverse needs of all students.*

Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
Principal does not meet the performance domain. ***Evaluator narrative is required.***	*Principal does not meet the performance domain but is demonstrating progress toward meeting domain.*	*Principal meets performance domain.*	*Principal exceeds performance domain.*
Narrative:	☐ The principal, teachers, and/or students establish rigorous measureable goals for improving the learning of every student. ☐ The principal is actively involved in helping teachers implement research-based instruction. ☐ The principal provides planning time and professional development on the implementation of effective curriculum design, instruction, and assessment development (CIA). ☐ The principal develops a master schedule that includes appropriate time for teacher planning and professional development.	☐ The principal systematically monitors the progress of student learning using data to include formative and common assessments. ☐ The principal monitors and evaluates the fidelity of implementing research-based instructional strategies through clearly defined protocols for collecting, analyzing and reporting data. ☐ The principal develops and executes a specific and targeted plan for CIA professional development for instructional staff informed by teacher evaluation, student achievement, and other applicable data sources.	and… € The principal leverages the schools leadership team to analyze multiple data sources to refine ongoing CIA improvement priorities. € The principal adds value to the district by exemplifying continued professional growth and collaborating with colleagues by sharing work that yields high measures of teacher and student productivity. € The principal establishes tools such as data walls, data notebooks, or easily generated data reports to track student progress.

Domain 2.4 – Monitoring and Evaluating Standards and Content. *An effective principal/assistant principal ensures that the instructional content and curriculum is aligned with state/district content standards and the curriculum priorities of the school and district.*

Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
Principal does not meet the performance domain. ***Evaluator narrative is required.***	*Principal does not meet the performance domain but is demonstrating progress toward meeting domain.*	*Principal meets performance domain.*	*Principal exceeds performance domain.*
Narrative:	☐ The principal ensures alignment of the implemented curriculum (school) to the intended curriculum (state/district content standards). ☐ The principal ensures that teachers have the necessary time to cover the content of the intended curriculum at the appropriate depth. ☐ The principal implements systems that minimize or eliminate interruptions or distractions from instructional time.	☐ The principal systematically monitors the implemented curriculum (school) to ensure alignment with the intended curriculum (state/district content standards) and teachers are on schedule to teach intended curriculum at the appropriate depth. ☐ The principal ensures that teachers are aware of the approximate pacing they need to address all standards.	and… € The principal collaborates with the school's leadership team to analyze data from the experienced curriculum (student learning) to make necessary adjustments so that the implemented curriculum aligns with the intended curriculum. € The principal collaborates with teacher teams to review alignment to ensure teaching is at the appropriate depth.

Component 3.3 – High Quality Teachers. *An effective principal/assistant principal selects, supervises, coaches and evaluates staff to ensure high quality instruction and student success.*			
Unsatisfactory/Not Evident	**Basic**	**Proficient**	**Distinguished**
*Principal does not meet the performance domain. **Evaluator narrative is required.***	*Principal does not meet the performance domain but is demonstrating progress toward meeting domain.*	*Principal meets performance domain.*	*Principal exceeds performance domain.*
Narrative:	□ The principal (to inform staff placement) has general selection criteria to perform a detailed assessment of potential staff knowledge, skills, and dispositions. □ The principal analyzes teacher evaluations to determine which teachers will be given retention offers and occasionally retains teachers based on factors other than performance. □ The principal fairly and consistently evaluates school personnel.	□ The principal hires teachers who have a philosophy of teaching and learning similar to other teachers in the school. □ The principal has clear and articulated selection criteria in place and assesses staff skills and staff fit with school culture/staff collegiality to place teachers in specific grade level and content areas. □ The principal implements a formal retention strategy that recognizes effective staff through performance evaluation and gives retention offers based on effectiveness. □ The principal fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	and... € The principal implements clear selection criteria and strategically assesses and places teachers in grade level and content areas to create a balanced collegial team with a variety of strengths. € The principal routinely provides teachers and staff with individualized timely, constructive formative and summative feedback resulting in improved school personnel performance and higher student growth. € The principal provides effective coaching for all teachers, providing individual support as needed to improve growth and effectiveness. € The principal provides professional learning opportunities that are research-based and have been shown to have strong positive impacts on populations of students similar to the students in the principal's school.

Component 4.2 – Staff and Student Expectations. *An effective principal/assistant establishes and communicates clear and consistent expectations regarding staff and student conduct.*

Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
Principal does not meet the performance domain. Evaluator narrative is required.	*Principal does not meet the performance domain but is demonstrating progress toward meeting domain.*	*Principal meets performance domain.*	*Principal exceeds performance domain.*
Narrative:	□ The principal distributes written communications about behavioral expectations and code of conduct to all school staff, students, and parents/guardians. □ The principal enforces the codes of conduct. □ The principal addresses violations of the code swiftly and fairly.	□ The principal clearly communicates behavioral expectations and student and adult codes of conduct in written, verbal, and electronic forms to all school staff, students, and parents/guardians and informs them that they are individually accountable for their behavior. □ The principal ensures that the adult and student codes of conduct and behavioral expectations are consistently enforced and holds adults accountable for consistent enforcement of student expectations.	and... € The principal links clear and consistent messaging about behavioral expectations to the mission and vision for the school. € The principal examines trends in violations of code of conduct and refines and communicates expectations and/or develops initiatives that lead to a reduction in the numbers of violations. € The principal involves staff and students in developing additional expectations as new issues emerge (such as cell phone and other electronic device use during class and cyber-bullying).

Component 5.1 – Culture of Family/Community Collaboration and Involvement. *An effective principal/assistant principal supports and promotes a culture of family and community involvement to engage stakeholders in school goals and programs.*

Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
Principal does not meet the performance domain. **Evaluator narrative is required.**	*Principal does not meet performance domain but is demonstrating progress toward meeting domain.*	*Principal meets performance domain.*	*Principal exceeds performance domain.*
Narrative:	€ The principal helps families/caregivers feel welcome at the school by creating an inviting environment and opportunities for involvement. € The principal works with staff, families, and caregivers to identify barriers to involvement. € The principal works with parent representatives to provide input to decisions about school goals and programs. € The principal acknowledges parent and community member contributions to the school.	☐ The principal creates multiple opportunities for meaningful involvement at the school. ☐ The principal works with staff and families/caregivers to implement strategies to address barriers to involvement. ☐ The principal works with parents and community members to provide input to decisions about school goals and programs. ☐ The principal acknowledges parent and community member contributions to the school and ensures that parents and community members feel valued.	and... ☐ The principal actively monitors parent and community involvement and adjusts as needed to create new opportunities for families and the community to support school success. ☐ The principal communicates the value of education for postsecondary success and community vitality and engages parents and community members to convey the same message to others. ☐ The principal routinely collects information on the effectiveness of parent, community, and school collaboration and engages parents and community members in improving the effectiveness of the partnerships.

Component 6.3: South Dakota Code of Ethics. *An effective principal/assistant principal complies with the code of professional ethics in chapters 24:08:03 and 24:11:03.*

Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
Principal does not meet the performance domain. **Evaluator narrative is required.**	*Principal does not meet performance domain but is demonstrating progress toward meeting domain.*	*Principal meets performance domain.*	*Principal exceeds performance domain.*
Narrative:	€ The principal is aware of and consistently follows all of the provisions of the South Dakota Code of Ethics for Professional Administrators and Teachers.	☐ The principal holds all teachers accountable for following the provisions of the South Dakota Code of Ethics for Teachers.	and... € The principal collects feedback on the extent to which he/she is viewed as aligning practices with the provisions of the South Dakota Code of Ethics for Professional Administrators and The South Dakota Code of Ethics for Teachers and makes corrections as needed.

Comments:

_____ Principal is recommended for continued employment.

_____ Principal is recommended for continued employment on a plan of improvement

_____ Principal is not recommended for continued employment.

I certify that the above report has been read by me and discussed with me. (A principal's signature does not necessarily indicate total agreement with the evaluation.) If there is a dispute with the evaluation, a written response or clarification may be attached to the evaluation.

_____

Principal's Signature   Date

_____

Evaluator's Signature   Date

Comments: