

Wenatchee School District Principal and Assistant Principal Evaluation Rubric

Administrator: _____
School Year: _____

Location: _____

Evaluator: _____
Date: _____

1. Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff: In the Wenatchee School District, school culture is reflective of the mission, vision, and collective commitment of each school. The focus is on data-driven decision making for continuous improvement. This is achieved through a trusting and collaborative environment.

- ☐ **Unsatisfactory**
Consistently does not meet expected levels of performance
- ☐ **Basic**
Occasionally meets expected levels of performance
- ☐ **Proficient**
Consistently meets expected levels of performance
- ☐ **Distinguished**
Consistently exceeds expected levels of performance

Unsatisfactory		Basic		Proficient		Distinguished		Evidence
1.1 Continuous Improvement		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The school administrator infrequently and ineffectively promotes continuous school improvement efforts.		The school administrator attempts to promote and embrace continuous school improvement efforts but in an inconsistent manner.		The school administrator sufficiently and competently promotes and embraces continuous school improvement by articulating high expectations and implementing research-based school improvement strategies.		The school administrator consistently promotes and embraces continuous school improvement by articulating high expectations and implementing research-based school improvement strategies.		CIPP Plan CIPP Supportive Review 9 Characteristics Survey
1.2 Trusting and collaborative environment		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The administrator does little to promote equity, trust, and respect, among members of the school community. The administrator rarely provides opportunities for collaboration, distributed leadership, and shared responsibility for the teaching community.		The school administrator inconsistently promotes equity, trust, and respect, among most members of the school community. The administrator provides limited opportunities for collaboration, distributed leadership, and shared responsibility for the teaching community.		The school administrator sufficiently promotes equity, trust, and respect, among all members of the school community. The administrator provides some opportunities for collaboration, distributed leadership, and shared responsibility for the teaching community.		The school administrator consistently promotes equity, trust, and respect, among all members of the school community. The administrator provides opportunities for distributed leadership, shared responsibility for the teaching community and collaboration beyond the district scheduled time.		9 Characteristics Survey Meeting Minutes CIPP Plan
1.3 Mission and vision focused on learning and teaching		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The school administrator rarely or never models the school's mission and vision and does not use them to promote a culture of high expectations or improvement.		The school administrator sometimes models the school's mission and vision and attempts to use them to promote a culture of high expectations or improvement.		The school administrator competently models the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement.		The school administrator consistently models the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement.		9 Characteristics Survey Observations Artifacts – Mission/Vision Meeting agendas/minutes Processes for developing/reviewing, mission/vision

Unsatisfactory		Basic		Proficient		Distinguished		Evidence
1.4 Promoting data driven decision making			<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished		
The school administrator ineffectively fosters a results-oriented environment, rarely aligns resources based on data and information, and there is not a clear focus on academics.		The school administrator is somewhat effective fostering a results-oriented environment, where data is shared openly and honestly to guide sound decision-making. The administrator occasionally aligns resources to learning and teaching priorities based on data.		The school administrator effectively fosters a results-oriented environment where data is shared openly and honestly to guide sound decision-making. The administrator generally aligns resources to learning and teaching priorities based on data. A focus on academics is evident to the school community.		The school administrator does an exceptional job of fostering a results-oriented environment where data is shared openly and honestly to guide sound decision-making. Based on data, the administrator consistently aligns resources to learning and teaching priorities. A focus on academics is evident to the school community.		Observation-Collaboration CIPP Supportive Review Data Reports Budget reports CIPP Plan PRTI 9 Characteristics

2. Providing for School Safety: The Administrator ensures a safe school environment by communicating, implementing and evaluating a crisis action plan that meets all of the legal requirements. He/she takes pertinent preventative measures and ensures that appropriate discipline procedures are followed throughout the school.

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Unsatisfactory		Basic		Proficient		Distinguished		Evidence	
2.1 Building and classroom discipline				<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished		
The school administrator inconsistently applies all legal requirements and board policies related to student discipline. The administrator does not provide student and staff training to support the consistent use of Make Your Day (K-8) or other identified district discipline and attendance and procedures (9-12).		The school administrator usually applies all legal requirements and board policies related to student discipline. The administrator provides initial student and staff training to support the consistent use of Make Your Day (K-8) or other identified district discipline and attendance and procedures (9-12) in order to promote a positive school atmosphere.		The school administrator consistently applies all legal requirements and board policies related to student discipline. The administrator monitors attendance and discipline data. The administrator periodically provides student and staff training to support the consistent use of Make Your Day (K-8) or other identified district discipline and attendance and procedures (9-12) in order to promote a positive school atmosphere.		The school administrator consistently applies all legal requirements and board policies related to student discipline. The administrator monitors and adjusts procedures based on data and employs building-wide strategies to reinforce positive student behavior. The administrator provides ongoing student and staff training to support the consistent use of Make Your Day (K-8) or other identified district discipline and attendance and procedures (9-12) in order to promote a positive school atmosphere.		Student Handbook Observation MYD Self-Assessments Training agendas/Sign-ins 9 Characteristics Survey	
2.2 Maintains a safe physical plant				<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished		
The school administrator fails to maintain a safe working environment and physical plant.		The school administrator conducts annual safety inspections/meetings. Communicates potential hazards to the appropriate district personnel, when brought to his/her attention.		The school administrator ensures the physical plant is safe by conducting annual safety inspections/meetings and proactively identifying potential hazards. Identified safety hazards are communicated to the appropriate district personnel in a timely manner.		N/A		Safety Committee Agendas/Minutes	
2.3 Crisis Action Plan				<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished		
The school administrator does not adequately implement prevention strategies or provide the necessary training to promote a safe environment for students and staff.		The school administrator usually meets all legal requirements and board policies related to the Crisis Action Plan. The implementation of safety procedures is monitored.		The school administrator consistently meets all legal requirements and board policies related to the Crisis Action Plan. The implementation of safety procedures is regularly evaluated for consistency and effectiveness.		The school administrator consistently applies all legal requirements and board policies related to the Crisis Action Plan. The implementation of safety procedures is regularly evaluated for consistency and effectiveness. Procedural changes are made as necessary. The administrator is actively involved in influencing district/state policies regarding school safety.		Safety Drill Summary Crisis Action Plan	

2.4 Prevention and training		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished	
The school administrator does not adequately implement prevention strategies or provide the necessary training to promote a safe environment for students and staff.	The school administrator meets the legal requirements and board policies related to prevention and training. The administrator ensures required trainings are provided.	The school administrator consistently meets all legal requirements and board policies related to prevention and training. The administrator ensures required trainings are provided and completed by staff.		The administrator provides high quality training, beyond what is required, which promotes a safe environment for students and staff. Building-wide open communication is evident, and allows for proactive identification and intervention of potential incidents.		Training Agendas/Sign Ins Safety Bulletin Boards Confirmation of online trainings

3. Leads development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements:

The school administrator utilizes data-driven collaborative processes to develop, implement, monitor, and adjust improvement plans to ensure improved learning for all students.

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Unsatisfactory		Basic		Proficient		Distinguished		Evidence
3.1 Collaboratively develops an action plan based on data		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The school administrator demonstrates limited ability to apply Continuous Improvement principles in the collaborative development of the school improvement plan (CIPP). Data is erratically used.	The school administrator demonstrates some ability to apply Continuous Improvement principles in the collaborative development of the school improvement plan (CIPP). Student data is used to measure student progress (SMART goals).	The school administrator applies Continuous Improvement principles in the collaborative development of the school improvement plan (CIPP). Multiple student data elements are used to measure student progress (SMART goals) and identify strategies to improve student achievement.		The school administrator effectively applies Continuous Improvement principles in the collaborative development of the school improvement plan (CIPP). Multiple student data elements are used to measure student progress (SMART goals) and identify multiple strategies to improve student achievement.		CIPP Plan Data Reports SMART Goal Samples Observations/Collaboration LIT/Dept Heads Agendas/Minutes		
3.2 Monitors implementation and effectiveness of the CIPP plan		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The school administrator rarely or never monitors the CIPP plan, does not use multiple data points for review, and doesn't adequately communicate plan results to the learning community.	The school administrator usually monitors and makes data-driven adjustments to CIPP plans. The administrator communicates the progress of CIPP plans and ensures staff follow the plans.	The school administrator consistently monitors and makes data-driven adjustments to CIPP plans. The administrator effectively communicates the progress of CIPP plans and ensures staff follow the plans.		The school administrator regularly and systematically monitors and makes data-driven adjustments to CIPP plans. The administrator effectively communicates the progress of CIPP plans to parents and staff and ensures staff follow the plans.		CIPP Supportive Review Data Reports 1 on 1 Reflections		
3.3 Ensures alignment of the CIPP plan		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The school administrator rarely involves staff in the creation of CIPP plans and doesn't adequately coordinate planning process with staff.	The administrator coordinates alignment between staff plans and building/district action plans.	The administrator ensures coordinated alignment between staff, building, and district initiative action plans. The alignment includes goals, strategies and action steps.		N/A		CIPP Plans		
3.4 Supports implementation of CIPP plan		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The school administrator does not provide adequate opportunities for professional development activities or the professional development is not aligned to school improvement plan (CIPP) or based on staff input and data. Resources are not adequately provided to carry out the CIPP plan.	The school administrator provides occasional professional development in alignment with the school improvement plan as determined by building/staff/student needs and data. Limited resources (budget, time, materials, etc) are made available to effectively implement the school improvement plan.	The school administrator provides adequate professional development in alignment with the school improvement plan as determined by building/staff/student needs and data. Sufficient resources (budget, time, materials, etc) are made available to effectively implement the school improvement plan.		The school administrator provides high quality professional development in support of the school improvement plan as determined by building/staff/student needs and data. Abundant resources (budget, time, materials, etc) are made available to effectively implement the school improvement plan.		Professional Development Calendar CIPP Plans Observations 9 Characteristics		

4. Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals: Assists staff in addressing state and local learning goals through the promotion of staff collaboration, professional development, effective assessment, district adopted materials, and curriculum and instructional practices.

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Unsatisfactory		Basic		Proficient		Distinguished		Evidence
4.1 Familiar with state and district standards		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The school administrator does not demonstrate know how to access their group evaluation standards, rarely shares district alignment of curriculum with staff, and neglects to share training opportunities with staff.		The administrator knows how to access the standards for their evaluation group, understands and shares district alignment of curriculum, and shares training opportunities with staff.		The administrator accesses the standards for their evaluation group, understands and consistently shares district alignment of curriculum, and ensures all staff have been highly trained on district/state standards.		The administrator clearly knows the standards for their evaluation group, understands and consistently shares district alignment of curriculum, and ensures all staff have been highly trained and are implementing district/state standards.		Reflection Agendas Trainings aligned to initiatives
4.2 Assists staff in the writing and use of formative and summative assessments		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The school administrator rarely assists staff to identify and implement effective formative and summative assessments, and does not adequately monitor the administration of required district/state assessments.		The school administrator facilitates timely administration of district/state assessments and occasionally ensures classroom teachers use required assessment systems to monitor and improve instruction. The administrator provides limited support for staff to develop and implement formative and summative assessments that evaluate student progress towards district/state standards.		The school administrator facilitates timely administration of district/state assessments and ensures classroom teachers use required assessment systems to monitor and improve instruction. The administrator leads staff in the development and implementation of effective formative and summative assessments that evaluate student progress towards district/state standards and are used for intervention placement.		The school administrator facilitates timely administration of district/state assessments, ensures classroom teachers use required assessment systems to monitor and improve instruction. The administrator leads staff in the development and implementation of effective formative and summative assessments that evaluate student progress towards district/state standards and are used for intervention placement. He/she demonstrates expertise by providing training or sharing best practices with other administrators or staff in the district.		Teacher work samples Observations of collaboration Training Agendas Data Reports PRTI Model
4.3 Is familiar with and promotes district adopted instructional practices		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The school administrator demonstrates little or no knowledge of the district adopted instructional model and best practices for instruction.		The school administrator has basic knowledge of the district adopted instructional model, (content area) best practices for instruction.		The school administrator knows and promotes the district adopted instructional model, (content area) best practices for instruction.		The school administrator has a detailed understanding of the district adopted instructional model, (content area) best practices for instruction. The administrator actively nurtures teacher-leader development.		Professional Development Schedule Agendas/Minutes Self-Reflection/assessment Participation in Leadership Academy Observation Notes

4.4 Supports staff collaboration that focuses on effective instruction, use of data, and common planning		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished	
The school administrator has a limited knowledge of Professional Learning Communities and poorly manages time for PLC work. He/she rarely engages staff in reflective conversations about best practice and doesn't provide opportunities for vertical and horizontal teaming.	The school administrator has a basic understanding of Professional Learning Communities and sometimes helps to focus PLC work on the aligned curriculum, instructional practice and student improvement. The administrator occasionally engages staff in reflective conversations about best practices, provides limited opportunities for cross curriculum and vertical teaming.	The school administrator has knowledge of Professional Learning Communities and focuses PLC work on the aligned curriculum, instructional practice and student improvement. The administrator works to engage staff in reflective conversations about best practices, provides limited opportunities for cross curriculum and vertical teaming, and develops authentic collaboration among staff and departments throughout his/her building.	The school administrator has comprehensive knowledge of Professional Learning Communities and provides additional time as needed for PLC work focused on aligned curriculum, instructional practice and student improvement. The administrator routinely engages staff in reflective conversations about best practices, provides opportunities for cross curriculum and vertical teaming, and develops authentic collaboration among staff and departments throughout his/her building.	PLC Artifacts Observations of collaboration Participation/Presentation Leadership Academy Agendas/Minutes Reflection		
4.5 Supports staff through professional development focused on state and district learning goals		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished	
The school administrator does not ensure all staff attend required district training and rarely provides access to high quality professional development tied to building/district/state goals and initiatives.	The school administrator ensures all staff attend required district training. The administrator provides limited professional development opportunities that support building/district/state goals and initiatives.	The school administrator ensures all staff attend required district training. The administrator provides a variety of professional development opportunities that support building/district/state goals and initiatives.	The school administrator ensures all staff attend required district training. Based on data analysis/needs assessment, the administrator consistently ensures all staff has access to quality professional development that supports building/district/state goals and initiatives.	Professional Development Calendar Sign-Ins CIPP Plans Self-Reflection/Assessment		

5. Monitoring, assisting and evaluating effective instruction and assessment practices: The school administrator continuously ensures use of District adopted curriculum, the instructional model, and improvement plans while using data to evaluate effective instructional practices.

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Unsatisfactory		Basic		Proficient		Distinguished		Evidence
5.1 Promotes and monitors use of adopted curriculum		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The school administrator rarely promotes and monitors effective use of district curriculum, materials, and pacing guides.	The school administrator inconsistently promotes and monitors effective use of district curriculum, materials, and pacing guides.	The school administrator promotes, monitors and holds staff accountable for the effective use of district curriculum, materials and pacing guides.		The school administrator routinely promotes, monitors and holds staff accountable for the effective use of district curriculum, materials and pacing guides.		Professional Development Calendar Training Agendas Data Reports Needs Assessment		
5.2 Uses a variety of measures and methods for observations		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The school administrator demonstrates minimal use of formal observation methods and tools.	The school administrator uses the formal observation process and limited use of informal methods and tools.	The school administrator uses both formal and informal observation methods and uses tools that support district identified best practices.		The school administrator uses both formal and informal observation methods and uses tools that support district identified best practices. Data is collected in a variety of ways to support observational feedback.		Observation Notes 1 on 1 Self Reflection Self-Assessment Observation/Accountability System		
5.3 Uses a variety of data to monitor and improve instructional practices		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The school administrator seldom uses data for building wide instructional decisions, and does not promote staff use of formative and summative data.	The school administrator uses limited data for building-wide instructional decisions, and is not consistent in promoting staff use of formative and summative data when making instructional decisions.	The school administrator uses appropriate data for building-wide instructional decisions, and promotes staff use of formative and summative data to make instructional decisions and improve practices.		The school administrator uses varied, comprehensive data for building-wide instructional decisions, and constantly promotes staff use of formative and summative data to make instructional decisions and improve practices.		Artifacts Observation Data gathering forms Feedback forms		
5.4 Uses the District evaluation process to provide staff with assistance and feedback to improve instruction		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The school administrator does not use the evaluation process and the probation/non-renewal process.	The school administrator follows the WSD evaluation process. Limited feedback to staff is provided.	The school administrator consistently and effectively uses the evaluation process in order to support and initiate individual teacher growth. Meaningful, ongoing feedback is provided to staff.		The school administrator consistently and effectively uses the evaluation process in order to support and initiate teacher growth. The administrator provides specific and meaningful feedback to staff and facilitates reflective conversations to improve instruction.		Observation Data Data Reports Teacher work Samples		

6. Managing both staff and fiscal resources to support student achievement and legal responsibilities: The administrator demonstrates a working knowledge of all federal and state regulations related to the operation of public schools and effectively manages human, building and fiscal resources to facilitate student learning.

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Consistently exceeds expected levels of performance

Unsatisfactory		Basic		Proficient		Distinguished		Evidence
6.1 Effectively manages Human Resources		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
6.1a: The administrator inconsistently follows district required hiring processes to hire qualified applicants. The administrator does not meet hiring requirements as outlined by Human Resources and collective bargaining agreements.	6.1b: The administrator follows district required hiring processes to hire qualified applicants. The administrator meets hiring requirements as outlined by Human Resources and collective bargaining agreements.	6.1a:The administrator uses effective recruiting practices and follows district required hiring processes to hire qualified applicants. The administrator meets hiring requirements as outlined by Human Resources and collective bargaining agreements.		6.1a: The administrator uses effective recruiting practices and follows district required hiring processes to hire the most qualified applicants to meet specific building needs. The administrator meets hiring requirements as outlined by Human Resources and collective bargaining agreements.		HR Feedback Self-Reflection 1 on 1 Questions		
6.1b: The school administrator rarely uses the evaluation process to support staff growth and the probation/non-renewal process. Does not address underperforming employees through the evaluation process.	6.1b:The school administrator follows the WSD evaluation process, meets evaluation timelines and follows the probation/non-renewal process. Limited feedback to staff is provided. Inconsistently addresses underperforming employees through the evaluation process.	6.1b:The school administrator consistently and effectively uses the evaluation process according to established timelines in order to support and initiate staff growth and the probation/non-renewal process. Meaningful, ongoing feedback is provided to staff in a variety of ways. The administrator’s evaluations accurately reflect employee performance and growth plans are provided when appropriate.		6.1b:The school administrator consistently uses the evaluation process according to established timelines to support and initiate staff growth and the probation/non-renewal process. The administrator engages staff in self-reflection and provides meaningful, ongoing feedback in variety of ways. The administrator’s evaluations accurately reflect employee performance, comprehensive growth plans are provided when appropriate, and the administrator regularly monitors progress on the plan.		Observation Notes Evaluation Write-Ups Growth Plans Feedback Forms		
6.2 Effectively manages school resources and budget		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The school administrator rarely ensures building resources are maintained and there is not a strategic allocation of financial resources to meet instructional goals and teacher needs. The administrator demonstrates little or no knowledge of school budget and accounting procedures. The administrator demonstrates little understanding of district policies and timelines and seldom follow recommendations from the business and finance department.	The school administrator inconsistently ensures that building resources are maintained and allocates financial resources for high priority issues. The administrator has a limited knowledge of school budget and accounting procedures. The administrator sporadically follows district policies and timelines and sometimes works with the business and finance department.	The school administrator ensures that building resources are maintained and allocates financial resources for student/teacher needs. The administrator has a working knowledge of school budget and accounting procedures. The administrator follows district policies and timelines and works with the business and finance department as needed.		The school administrator consistently ensures building resources are well maintained and there is a strategic allocation of financial resources to meet instructional goals and student/teacher needs. The administrator demonstrates comprehensive knowledgeable of school budget and accounting procedures. The administrator follows district policies and timelines and works with the business and finance department as needed.		School Budget Overview of budgeting process and expenditures LIT Minutes Self-Reflection CIPP plans and supportive reviews		

6.3 Legal and Ethical Practice		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished	
The school administrator has little or no knowledge of district, state, and federal requirements and rarely follows those requirements. The administrator seldom involves appropriate personnel in resolving legal/ethical issues.	The school administrator has a basic knowledge of district, state, and federal policies, procedures, and regulations and applies them in an ethical manner that usually fulfills legal and contractual obligations. The administrator sometimes involves appropriate personnel in resolving legal/ethical issues.		The school administrator has a working knowledge of district, state, and federal policies, procedures, and regulations and applies them in an ethical manner that fulfills legal and contractual obligations. The administrator involves appropriate personnel in resolving legal/ethical issues.		The school administrator has a clear and comprehensive knowledge of district, state, and federal policies, procedures, and regulations and applies them ethically and wisely, in a manner that fulfills legal and contractual obligations. The administrator anticipates potential legal/ethical issues and involves appropriate personnel in a proactive resolution process.	Bus/Fin Feedback HR Feedback Student Services Feedback Artifacts

7. Partnering with the school community to promote student learning: The administrator effectively communicates with all stakeholders in order to foster positive relationships within the school community.

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Unsatisfactory		Basic		Proficient		Distinguished		Evidence
7.1 Frequent and effective communication with parents and community		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The administrator seldom communicates with parents and community. Communication is untimely, irregular and haphazard and does nothing to promote a positive school image.		The administrator uses minimal methods to promote timely communication with parents regarding school/district events and student progress. Communication does little to promote a positive school image.		The administrator uses a variety of effective methods, such as parent meetings and print and electronic media, to promote timely communication with parents and the community. Communication actively promotes a positive school image with parents and includes school/district events, parent education, student progress, etc.		The administrator uses a variety of highly effective methods, such as parent meetings and print and electronic media, to promote timely communication with parents and the community and is reciprocal, when appropriate. Communication actively promotes a positive school image with parents and the community and includes school/district events, parent education, student progress, etc.		Artifacts Newsletters Website 9 Characteristics Survey Parent Education Efforts Sample Communication Methods
7.2 Builds positive and collaborative collegial relationships		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The administrator rarely engages actively in district meetings and district-wide projects. The school administrator rarely demonstrates open and timely communication with colleagues.		The administrator is sometimes an active and cooperative participant in district meetings, participates in district-wide projects when asked, and usually demonstrates open and timely communication with colleagues.		The administrator is an active and cooperative participant in district meetings, volunteers for district-wide projects, and consistently demonstrates open and timely communication with colleagues.		The administrator is a district leader in promoting and enhancing collegial working relationships through timely communication, mentoring, sharing best practices and volunteering for projects in support of their colleagues.		Attendance & participation at District Meetings Participation on District Level Committees Sharing Best Practices Mentoring
7.3 Promotes positive and collaborative staff relationships		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The school administrator rarely builds or maintains a positive, collaborative relationship with and among staff. The administrator demonstrates ineffective communication skills and rarely uses perception data to foster collaborative relationships.		The school administrator is working towards building positive, collaborative relationships with and between staff. The administrator communicates effectively at times and is aware of perception data, but does not consistently use it to make positive changes.		The school administrator consistently builds and maintains a positive, collaborative relationship with and among staff by being visible, accessible, and modeling active listening. The administrator uses effective communication skills to resolve conflict and effectively uses perception data to improve relationships with and between staff members.		The school administrator consistently builds and maintains a positive, collaborative relationship with and among staff by being visible, accessible, modeling active listening, and being open to constructive criticism. The administrator uses highly effective communication skills to resolve conflict and effectively uses perception data to improve relationships with and between staff members.		9 Characteristics Survey 9 Characteristics Plan Observation of Collaboration

7.4 Understands community dynamics and considers stakeholder input when making decisions		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished	
The administrator rarely involves stakeholders in the decision making process and doesn't sustain a positive and supportive relationship with the school community. The school administrator ineffectively uses perception data to guide school improvement.	The administrator inconsistently involves stakeholders in the decision making process when appropriate and attempts to promote a positive and supportive relationship with the school community. The administrator occasionally uses appropriate strategies when making decisions (e.g. command, collaborative, etc.). The school administrator has attempted to use perception data to guide school improvement.	The administrator engages stakeholders in the decision making process when appropriate and consistently promotes a positive and supportive relationship with the school community. The administrator uses a variety of strategies when making decisions (e.g. command, collaborative, etc.). The school administrator uses perception data to guide school improvement.	The administrator engages stakeholders in the decision making process when appropriate and consistently sustains a positive and supportive relationship with the school community. The administrator demonstrates skill in determining when to employ a particular decision-making process (e.g. command, collaborative, etc.). There is clear evidence that the school administrator effectively uses perception data to guide school improvement.	9 Characteristics Survey LIT Agendas/Minutes Staff Meeting Agendas/Minutes Building Decision-making Protocols Self- Reflection/Assessment		
7.5 Promotes parent and community involvement		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished	
The school administrator has been ineffective in developing parent and community involvement.	The school administrator is attempting to develop and maintain opportunities for parents to be involved in supporting student learning.	The school administrator consistently develops and maintains opportunities for parent involvement both within and outside the school day that improve student learning. The administrator attempts to promote community support of his/her school.	The school administrator consistently develops and maintains multiple opportunities for parent and community involvement both within and outside the school day that improve student learning. The administrator is visible in the community and actively engages community members in supporting his/her school.	Volunteer Sign Ups Activity Log PTO/PTSA Minutes Parent Education Strategies Participation in Community Organizations		

8. Demonstrate a commitment to closing the achievement gap: The Principal is knowledgeable of the factors that contribute to the achievement gap and promotes parent involvement and the use of data in aligning programs and resources to close the achievement gap.

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 Consistently exceeds expected levels of performance

Unsatisfactory		Basic		Proficient		Distinguished		Evidence
8.1 Uses data to align resources and programs in closing the achievement gap		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The school administrator rarely demonstrates effective use of data for student placement and alignment of interventions. The administrator rarely monitors student progress.		The school administrator sometimes uses available data to monitor student progress and make appropriate placement. The administrator is beginning the work of aligning interventions to student needs.		The school administrator facilitates the consistent, effective use of multiple sources of data for student placement and alignment of interventions. The administrator promotes and effectively uses the district system for monitoring student progress.		The school administrator uses multiple sources of student data proactively to guide school wide, multi-tiered intervention programs that address the needs of all students. All students are placed appropriately and have access to intervention and enrichment activities within the school day.		PRTI Building Model Data Reports Master Schedule Intervention placement process/criteria
8.2 Understands factors that contribute to the achievement gap		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The school administrator rarely promotes a culture of high expectations, inclusiveness, equity, and respect among staff, students and community. The administrator does not promote parent involvement of low performing students and the building schedule and program do not reflect the demographic and academic needs of the students.		The school administrator has begun to develop a culture of high expectations, inclusiveness, equity and respect among staff, students, and community as evidenced by the incorporation of a limited number of strategies to improve performance in underperforming student groups.		The school administrator encourages a culture of high expectations, inclusiveness, equity and respect among staff, students, and community as evidenced by the incorporation of strategies to improve performance in underperforming student groups. Those strategies should include, but are not limited to: consistently monitoring student progress, the use of research-based instructional practices, promoting active parent involvement of low performing students, developing a building schedule and programs that reflect the demographics and academic needs of the students.		The school administrator creates and maintains a culture of high expectations, inclusiveness, equity and respect among staff, students, and community as evidenced by the incorporation of strategies to improve performance in underperforming student groups. Those strategies should include, but are not limited to: consistently monitoring student progress, the use of research-based instructional practices, active parent involvement of low performing students, developing a building schedule and programs that reflect the demographics and academic needs of the students, placing students with the greatest needs with the most skilled and experienced teachers.		CIPP Plan Professional Development Calendar Self-Reflection Activity Log PRTI Model Teacher Work Samples Master Schedule Student Monitoring Processes
8.3 Student Growth Data		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished			
The principal can not demonstrate that more than 59% of all students have made growth or met grade level standards in content areas identified in district accountability requirements.		The principal is able to demonstrate that 60% of all students have made growth or met grade level standards in content areas identified in district accountability requirements (AYP, etc). Multiple measures will be used which may include MAP, District-Based Assessments, Classroom-Based Assessments, CBPAs, WLPT, DRA, etc.		The principal is able to demonstrate that 70% of all students have made growth or met grade level standards in content areas identified in district accountability requirements (AYP, etc). Multiple measures will be used which may include MAP, District-Based Assessments, Classroom-Based Assessments CBPAs, WLPT, DRA, etc.		The principal is able to demonstrate that 80% of all students have made growth or met grade level standards in content areas identified in district accountability requirements (AYP, etc). Multiple measures will be used which may include MAP, District-Based Assessments, Classroom-Based Assessments CBPAs, WLPT, DRA, etc.		Data Reports

