# The Principal Evaluation Rubric

| Principal Leadership Responsibilities Associated with Managing Change | | | | |
| --- | --- | --- | --- | --- |
| Managing Change involves understanding the implications of change efforts for stakeholders and adjusting leadership behaviors accordingly. | | | | |

**a. Change Agent:** Is willing to and actively challenges the status quo.

| Developing | Proficient | Accomplished | Distinguished (Comment Required) | Not Demonstrated (Comment Required) |
| --- | --- | --- | --- | --- |
| ☐ Uses a variety of data to identify necessary change initiatives. | . . . and<br><br>☐ 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<br><br>☐ 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<br><br>☐ Leverages the influence of opinion leaders to strategically target and frame change initiatives in order to increase the rate of adoption.<br><br>☐ Is recognized in the education community as an advocate for new and innovative ways of schooling. | |

**b. Flexibility:** Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.

| Developing | Proficient | Accomplished | Distinguished (Comment Required) | Not Demonstrated (Comment Required) |
| --- | --- | --- | --- | --- |
| ☐ Understands the importance of how different change initiatives may be perceived differently by various stakeholders and how they may impact others. | . . . and<br><br>☐ Adapts leadership style to the needs of specific situations.<br>☐ 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<br><br>Creates and uses transitions teams during times of change to<br><br>☐ Assist individuals in transitioning into the new ways of doing things.<br>☐ Adapt quickly to changing environments and contexts. | . . . and<br><br>Improves collective efficacy by<br><br>☐ Effectively managing change.<br>☐ Building on the collective ability of the school community to adapt to contextual conditions. | |

**c. 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) |
| --- | --- | --- | --- | --- |
| ☐ Possesses well-defined ideals and beliefs about schools and schooling that align with district non-negotiable goals. | . . . and<br><br>☐ Creates demand for change through sharing beliefs about school, teaching, and learning with teachers and staff.<br>☐ Demonstrates behaviors that exemplify stated beliefs about school and schooling. | . . . and<br><br>☐ Creates demand for change by communicating ideals and beliefs throughout the community.<br>☐ Creates opportunities to implement change that exemplifies ideals and beliefs. | . . . and<br><br>☐ Shares leadership in a manner that extends and promotes the ideals and beliefs about schools and schooling throughout the community.<br>☐ Perseveres in the face of challenges to effectively sustain positive change. | |

**d. 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.

| Developing | Proficient | Accomplished | Distinguished (Comment Required) | Not Demonstrated (Comment Required) |
|---|---|---|---|---|
| ☐ Understands and articulates the current rigorous and relevant research and theory on effective schooling. | ... and<br>☐ Uses rigorous and relevant research and theory on effective schooling to create demand for change by providing professional development opportunities. | ... and<br>☐ 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<br>☐ Provides vicarious and mastery experiences for teachers that capitalize on staff development outcomes and discussions of effective schools practice. | |

**e. Knowledge of Curriculum, Instruction, and Assessment:** Is knowledgeable about the current curriculum, instruction, and assessment practices.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Articulates knowledge of curriculum, instruction, and assessment in a way that enables staff to understand and apply the knowledge. | ... and<br>☐ Provides guidance regarding curriculum, instruction, and assessment in order to ensure effective practices in every classroom. | ... and<br>☐ Provides mastery and vicarious experiences of research-based practices in curriculum design, instructional strategies, and assessment practices through professional development and action research. | ... and<br>☐ Leverages mastery and vicarious experiences to increase the collective efficacy of teachers and staff. | |

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

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

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

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Portrays a positive attitude about the ability of teachers and staff to accomplish school goals. | ... and<br>☐ Inspires teachers and staff to individually and collectively accomplish school goals. | ... and<br>☐ Inspires and motivates teachers and staff to accomplish things they consider to be beyond their grasp. | ... and<br>☐ Promotes perseverance and hope during challenging times. | |

COMMENTS:

RECOMMENDED ACTIONS:

RESOURCES NEEDED TO COMPLETE THESE ACTIONS:

EVIDENCE OR DOCUMENTATION THAT MAY BE USED TO SUPPORT RATINGS:

❏ 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
❏ _____
❏ _____

## Principal Responsibilities Associated with Focus of Leadership

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

### a. Contingent Rewards: Recognizes and rewards individual accomplishments.

| Developing | Proficient | Accomplished | Distinguished (Comment Required) | Not Demonstrated (Comment Required) |
|---|---|---|---|---|
| ☐ Develops criteria and procedures for recognizing hard work and results from individuals and groups. | . . . and<br>Capitalizes on formal and informal opportunities to<br>☐ Recognize the accomplishments and hard work of all stakeholders.<br>☐ Maximize the intangible assets of a school. | . . . and<br>☐ Involves all stakeholder groups in the recognition and reward process. | . . . and<br>☐ Promotes the accomplishments of the school.<br>☐ Inspires all stakeholders to make significant contributions.<br>☐ Improves perceptions of stakeholders that they have the ability to contribute to increases in student achievement. | |

### b. Discipline: Protects teachers from issues and influences that would detract from their time or focus.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ 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<br>Establishes systems that minimize or eliminate interruptions and distractions to classroom instruction, including<br>☐ A school schedule that maximizes instructional time.<br>☐ Policies and procedures that maximize the use of instructional time. | . . . and<br>☐ Enforces policies and procedures related to instruction time to assure that all staff members and all students benefit from periods of focused instruction. | . . . and<br>☐ Serves as a champion for protecting and maximizing instructional time and focus to assure an effective learning environment. | |

### c. Focus: Establishes clear goals and keeps those goals in the forefront of the school's attention.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Understands the importance of setting high expectations for student learning and achievement. | . . . and<br>☐ Leads the school community in the establishment of rigorous and concrete goals to ensure student learning and achievement. | . . . and<br>Creates processes and procedures to<br>☐ Clearly communicate the goals and progress toward achieving them to all members of the school community.<br>☐ Maintain a consistent focus on the school's goals. | . . . and<br>☐ Leverages high, concrete goals in order to continually create demand for innovation and improvement. | |

**d. Involvement in Curriculum, Instruction, and Assessment:** Is directly involved in helping teachers design curricular activities and address assessment and instructional issues.

| Developing | Proficient | Accomplished | Distinguished (Comment Required) | Not Demonstrated (Comment Required) |
|---|---|---|---|---|
| ☐ Demonstrates knowledge and understanding of curriculum, instruction, and assessment issues. | ... and<br><br>☐ Actively initiates activities to address curriculum, instruction, and assessment issues.<br><br>Provides and actively participates with teachers in meaningful professional development and opportunities to<br><br>☐ Reflect upon their practice.<br>☐ Engage in peer-to-peer learning.<br>☐ Design instructional and curricular activities.<br>☐ Address assessment issues. | ... and<br><br>Models effective pedagogy that includes<br><br>☐ Communicating learning goals.<br>☐ Acquiring and integrating knowledge.<br>☐ Extending and refining knowledge.<br>☐ Applying knowledge. | ... and<br><br>☐ Helps teachers adopt, adapt, or design rigorous research-based curriculum, instruction, and assessment practices, programs, and interventions. | |

**e. Order:** Establishes a set of standard operating procedures and routines.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Is developing clear structures, rules, procedures, and routines for student and staff behavior. | ... and<br><br>☐ Has established and consistently enforces policies, procedures, and routines that maximize opportunities for all students to learn. | ... and<br><br>☐ 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<br><br>☐ Uses an orderly environment to sustain confidence in the school's ability to educate all children. | |

**f. Outreach:** Is an advocate and spokesperson of the school to all stakeholders.

| Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|
| ☐ Communicates with stakeholder groups about school initiatives and activities. | ... and<br><br>Advocates for the school with<br><br>☐ The Community.<br>☐ Parents.<br>☐ Central Office.<br>☐ Teachers.<br>☐ Staff.<br>☐ Students. | ... and<br><br>☐ Collects perception data from the school community to inform advocacy activities. | Uses community relationships as both tangible and intangible assets to engage all stakeholders in<br><br>☐ Family and community involvement initiatives.<br>☐ School governance and improvement.<br>☐ Contributing to improving student learning and achievement. | |

**g. 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<br>❑ Professional development needs.<br>❑ Tools, materials, and equipment needs. | . . . and<br>Ensures that teachers and staff have<br>❑ Professional development that enhances their teaching.<br>❑ Tools, materials, and equipment necessary to perform their duties. | . . . and<br>❑ Seeks out additional resources to maximize outcomes for all students. | . . . and<br>❑ Implements processes and procedures that ensure the long-term viability of effective programs and practices. | |

COMMENTS:

RECOMMENDED ACTIONS:

RESOURCES NEEDED TO COMPLETE THESE ACTIONS:

EVIDENCE OR DOCUMENTATION THAT MAY BE USED TO SUPPORT RATINGS:

❑ 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
❑ _____
❑ _____
❑ _____

| 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. | | | | |

**a. 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 <br> ❑ Students. <br> ❑ Teachers. <br> ❑ Staff. <br> ❑ The school as a whole. <br> ❑ Communicates the nature of failures and the need to take action to address them. | **... and** <br> Publicly and fairly recognizes the successes and failures of <br> ❑ Students. <br> ❑ Teachers. <br> ❑ Staff. <br> ❑ The school as a whole. <br> ❑ Communicates to teachers and staff actions taken and how they contributed to success or failure of school initiatives. | **... and** <br> Has a plan for systematically and fairly recognizing successes and failures of <br> ❑ Students. <br> ❑ Teachers. <br> ❑ Staff. <br> ❑ The school as a whole. <br> ❑ Utilizes the recognition of failure as an opportunity to create demand for improvement. | **... and** <br> Publicly interprets and communicates <br> ❑ Failure as temporary and specific. <br> ❑ Success as permanent and pervasive. <br> ❑ Uses successes and failures to increase the belief of teachers and staff in their ability to impact student achievement. | |

**b. Communication:** Establishes strong lines of communication with teachers and among students.

| | | | | |
|---|---|---|---|---|
| ❑ Implements a variety of strategies to communicate with the teachers, staff, and the larger school community. <br> ❑ Is accessible to some stakeholder groups. | **... and** <br> ❑ Implements a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community. <br> ❑ Is easily accessible to all stakeholder groups. | **... and** <br> ❑ Systematically monitors and takes steps to improve communication structures within the school. <br> ❑ Develops and monitors effective systems and protocols to enable stakeholder groups to communicate with each other and with the principal. | **... and** <br> ❑ Leverages communications among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the district or school. | |

**c. Culture:** Fosters shared beliefs and a sense of community and cooperation.

| | | | | |
|---|---|---|---|---|
| ❑ Demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement. <br> ❑ Demonstrates an understanding of how unity of purpose, teamwork, and commitment to the work are interrelated and support the work of the school. | **... and** <br> ❑ Is the driving force behind a community-wide belief that teachers and staff can impact student learning and achievement. <br> ❑ Leads the development of an understanding of a unified purpose and a shared vision for the school. | **... and** <br> ❑ Routinely and systematically monitors the level of collective efficacy in the school. <br> ❑ Assures that unity of purpose, teamwork, and commitment to the work are at the core of all decisions, activities, and initiatives. | **... and** <br> ❑ Leverages vicarious and mastery experiences to build collective efficacy around teacher and staff ability to impact student learning and achievement. <br> ❑ Monitors, evaluates, and annually updates the school's purpose, shared vision, and the systems and procedures that support the schools purpose and vision. | |

| d. Input: Involves teachers in the design and implementation of important decisions. | | | | |
|---|---|---|---|---|
| DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED (COMMENT REQUIRED) | NOT DEMONSTRATED (COMMENT REQUIRED) |
| ☐ Demonstrates an understanding of the importance of providing opportunities for stakeholder input on important issues and decisions. | ... and<br><br>☐ Seeks input from and provides opportunities for stakeholder groups to be involved in the school's decision-making processes. | ... and<br><br>☐ Creates opportunities and sets expectations for stakeholder groups to assume meaningful leadership and decision-making roles. | ... and<br><br>☐ Leverages stakeholder group input in order to create systems and processes that support rigorous education and relevant outcomes that matter to all. | |
| e. Relationships: Demonstrates awareness of the personal aspects of teachers and staff. | | | | |
| ☐ 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<br><br>☐ Creates opportunities for teachers and staff to share personal and professional aspirations, prior experiences and successes, interests, and outside activities.<br><br>☐ Acknowledges significant events in the lives of teachers and staff. | ... and<br><br>☐ 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<br><br>☐ Strategically uses the strengths and interests of staff to significantly improve student performance. | |
| f. 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. | | | | |
| ☐ Understands the nature and impact on the school culture of informal groups and relationships among teachers and staff. | ... and<br><br>☐ Recognizes and addresses potential conflicts and undercurrents among stakeholder groups, and/or issues in the school that could create discord. | ... and<br><br>☐ Implements strategies to ensure that relationships among formal and informal groups impact the school in a positive way. | .... and<br><br>☐ Leverages opportunities to build and strengthen trusting and productive relationships in order to strengthen the school's capacity to meet future challenges. | |
| g. Visibility: Has quality contacts and interactions with teachers and students. | | | | |
| Develops a systematic and strategic plan for visibility that includes<br><br>☐ Frequent visits to classrooms.<br>☐ Frequent interactions with all stakeholder groups. | ... and<br><br>Implements the strategic plan for visibility that includes<br><br>☐ Frequent visits to classrooms.<br>☐ Frequent interactions with all stakeholder groups. | ... and<br><br>☐ Uses classroom visitations and interactions with stakeholder groups to reinforce the outcomes that matter to all and the overall purpose of the school. | ... and<br><br>☐ Has established a purposeful community and developed meaningful networks and strategic alliances to accomplish the school's goals. | |

| COMMENTS: | EVIDENCE OR DOCUMENTATION THAT MAY BE USED TO SUPPORT RATINGS: |
|---|---|
| | ❏ 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 |
| RECOMMENDED ACTIONS: | ❏ 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 |
| RESOURCES NEEDED TO COMPLETE THESE ACTIONS: | ❏ Graduation and Promotion Rates |
| | ❏ _____ |
| | ❏ _____ |

# RECORDING EVALUATION RESULTS

## PRINCIPAL SUMMARY EVALUATION WORKSHEET

This form is used to summarize self-assessment and evaluate ratings in preparation for the mid-year and summary evaluation conferences. The principal and superintendent or designee independently complete the form by recording ratings of individual responsibilities based on the ratings of practices collected on the rubric. During mid-year and summary evaluation conferences, the principal and superintendant or designee will jointly complete the final version of this form and agree on the final ratings.

Name of Principal: _____ Date: _____

School: _____ District: _____

Name of Evaluator: _____ Title: _____

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **DISTINGUISHED** | | | | | | | | | | | | | | | | | | | | | | |
| **ACCOMPLISHED** | | | | | | | | | | | | | | | | | | | | | | |
| **PROFICIENT** | | | | | | | | | | | | | | | | | | | | | | |
| **DEVELOPING** | | | | | | | | | | | | | | | | | | | | | | |
| **NOT DEMONSTRATED** | | | | | | | | | | | | | | | | | | | | | | |
| | AFFIRMATION | COMMUNICATION | CULTURE | INPUT | RELATIONSHIPS | SITUATIONAL AWARENESS | VISIBILITY | OVERALL: PURPOSEFUL COMMUNITY | CHANGE AGENT | FLEXIBILITY | IDEALS AND BELIEFS | INTELLECTUAL STIMULATION | KNOWLEDGE OF CURRICULUM, INSTRUCTION, AND ASSESSMENT | MONITOR AND EVALUATE | OPTIMIZE | OVERALL: MANAGING CHANGE | CONTINGENT REWARDS | DISCIPLINE | FOCUS | INVOLVEMENT IN CURRICULUM, INSTRUCTION, AND ASSESSMENT | ORDER | OUTREACH | RESOURCES | OVERALL: FOCUS OF LEADERSHIP |
| | | PURPOSEFUL COMMUNITY | | | | | | | | MANAGING CHANGE | | | | | | | | FOCUS OF LEADERSHIP | | | | | | |

18

# Principal Summary Evaluation Rating Form

This form is to be jointly completed by the principal and superintendent or designee during the Summary Evaluation Conference conducted at the end of the year.

Name: _____

School: _____ School Year: _____

Evaluator: _____ District: _____

Date Completed: _____ Evaluator's Title: _____

## Framework Component 1: Principal Leadership Responsibilities Associated with Managing Change

| Elements | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|---|
| A. Change Agent: Is willing to and actively challenges the status quo. | | | | | |
| B. Flexibility: Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent. | | | | | |
| C. Ideals and Beliefs: Communicates and operates from strong ideals and beliefs about school and schooling. | | | | | |
| D. 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. | | | | | |
| E. Knowledge of Curriculum, Instruction, and Assessment: Is knowledgeable about the current curriculum, instruction, and assessment practices. | | | | | |
| F. Monitor and Evaluate: Monitors the effectiveness of school practices and their impact on student learning. | | | | | |
| G. Optimize: Inspires and leads new and challenging innovations. | | | | | |
| Overall Rating for Managing Change | | | | | |

**Comments:**

**Recommended Actions:**

**Resources Needed to Complete These Actions:**

**Evidence or Documentation that May Be Used to Support Ratings:**

❏ 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 principals and Working Agreements
❏ _____
❏ _____

## Framework Component 2: Principal Responsibilities Associated with Focus of Leadership

| Elements | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|---|
| A. Contingent Rewards: Recognizes and rewards individual accomplishments. | | | | | |
| B. Discipline: Protects teachers from issues and influences that would detract from their time or focus. | | | | | |
| C. Focus: Establishes clear goals and keeps those goals in the forefront of the school's attention. | | | | | |
| D. Involvement in Curriculum, Instruction, and Assessment: Is directly involved in helping teachers design curricular activities and address assessment and instructional issues. | | | | | |
| E. Order: Establishes a set of standard operating procedures and routines. | | | | | |
| F. Outreach: Is an advocate and spokesperson of the school to all stakeholders. | | | | | |
| G. Resources: Provides teachers with material and professional development necessary for the execution of their jobs. | | | | | |
| Overall Rating for Foucus on Leadership | | | | | |

| Comments: | Evidence or Documentation that May Be Used to Support Ratings: |
|---|---|
| | ❑ Principal Training |
| | ❑ University/School Associations |
| | ❑ Formal Evaluations |
| | ❑ New Program Adoptions |
| | ❑ Grade-Level Meeting Agendas |
| | ❑ Progress Toward Achieving Goals |
| | ❑ Student Handbook |
| Recommended Actions: | ❑ Safety Plan |
| | ❑ Budget Notebook |
| | ❑ Student Support Plan |
| | ❑ Recognition Events |
| | ❑ Staff Handbook |
| | ❑ Site Calendar |
| | ❑ Master Schedule |
| | ❑ Staff and Teacher Surveys |
| Resources Needed to Complete These Actions: | ❑ Community Activities |
| | ❑ Student Achievement Meetings, Protocols, and Schedules |
| | ❑ _____ |
| | ❑ _____ |
| | ❑ _____ |

## Framework Component 3: Principal Responsibilities Associated with Purposeful Community

| Elements | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|---|---|---|---|---|---|
| A. Affirmation: Recognizes and celebrates school accomplishment and acknowledges failures. | | | | | |
| B. Communication: Establishes strong lines of communication with teachers and among students. | | | | | |
| C. Culture: Fosters shared beliefs and a sense of community and cooperation. | | | | | |
| D. Input: Involves teachers in the design and implementation of important decisions. | | | | | |
| E. Relationships: Demonstrates awareness of the personal aspects of teachers and staff. | | | | | |
| F. 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. | | | | | |
| G. Visibility: Has quality contacts and interactions with teachers and students. | | | | | |
| Overall Rating for Purposeful Community | | | | | |

COMMENTS:

RECOMMENDED ACTIONS:

RESOURCES NEEDED TO COMPLETE THESE ACTIONS:

EVIDENCE OR DOCUMENTATION THAT MAY BE USED TO SUPPORT RATINGS:

❏ 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
❏ _____
❏ _____