

Performance Domain

Domain 1: Executive Leadership

The principal establishes and implements a shared vision and culture of collective responsibility with high expectations for staff and students.

Indicator

Indicator 1.1: Vision: Establishes and maintains a shared vision of success

Performance level

CORE ACTIONS

EXEMPLARY

PROFICIENT

PROGRESSING

UNSATISFACTORY

Performance Descriptors

- Inspires and gains the commitment of stakeholders (students, parents, community, teachers and staff) towards the vision, mission, values and organization’s goals
- Develops an “*actionable picture of success*” and staff members understand what success looks like.
- Makes decisions that are aligned to and support the school vision.

Engages the staff in creating a shared vision of what the school is about and where it is going.

Maintains and proactively inspires students and adults to embrace a culture of equity, inclusivity, and high expectations for all

Collaboratively develops a strategic plan and school practices that demonstrate an ethical responsibility for student opportunity, access and improved outcomes beyond the present year.

Ensures all decisions are aligned to and support the school vision.

The principal has a vision of what the school is about and where it is going.

Maintains a culture of equity, inclusivity and high expectations for all

Strategic plan and school practices produce continual improvement in student achievement

Makes decisions aligned to and in support of the school vision

The principal has a vision, but that vision is not translated into student achievement for the school.

Provides some opportunities that support a culture of equity, inclusivity, and high expectations

Strategic plan and school practices lack purpose for some staff members.

May consider the school vision when making decisions

The principal cannot articulate a vision for the school.

Rarely attempts to establish a culture of equity, inclusivity and high expectations

Strategic plan and school practices lack purpose and do not lead to school improvement; staff members lack direction.

Makes decisions without considering alignment with the school vision

PEI Performance Rubric

Performance Domain

Domain 1: Executive Leadership

The principal establishes and implements a shared vision and culture of collective responsibility with high expectations for staff and students.

Indicator

Indicator 1.2: Goal Achievement: Outlines and tracks clear goals, targets and strategies aligned to the school vision that continually improves teacher effectiveness and student outcomes.

Performance level

Performance Descriptors

CORE ACTIONS	EXEMPLARY	PROFICIENT	PROGRESSING	UNSATISFACTORY
<ul style="list-style-type: none"> Ensures a positive, collaborative culture that facilitates the implementation of campus initiatives and goals Establishes protocols and processes to ensure achievement of campus goals 	Leverages high-level, concrete goals to sustain a high performing school culture that creates demand for innovation and improvement.	Implements measurable goals that will improve the school	Implements goals that are focused on school improvement, but may not be measurable	Implements goals that are vague or developed as a paperwork drill
	Collects and analyzes relevant data and actively collaborates with leadership teams to plan, execute, and modify CIP strategies that are tightly aligned to district initiatives for improving student achievement.	Collects and analyzes data and collaborates with leadership teams to plan and execute, and modify CIP strategies that are aligned to district initiatives for improving student achievement.	Collects and analyzes data and minimally collaborates with leadership teams to plan and execute, and modify CIP strategies	Of Collects but fails to analyze data appropriated and collaboration with leadership teams to plan and execute, and modify CIP strategies
	Systematically monitors, evaluates and refines goals and targets through continuous analysis of multiple data sources.	Monitors, evaluates and refines goals and targets through ongoing data analysis	Monitors, evaluates, and refines goals and targets through sporadic data analysis	Monitors and evaluates goals and targets but fails to adjust/refine using data analysis
	Proactively and clearly communicates, using multiple mediums and timelines, the progress toward achieving goals to all members of the school community.	Clearly communicates, using multiple mediums and timelines, the progress toward achieving goals to most members of the school community.	Communicates progress toward achieving goals to some members of the school community.	Engages in limited communicate on progress toward achieving goals to few members of the school community.

Performance Domain

Domain 1: Executive Leadership

The principal establishes and implements a shared vision and culture of collective responsibility with high expectations for staff and students.

Indicator

Indicator 1.3: Change Management: Establishes a culture of continuous improvement

Performance level

CORE ACTIONS

EXEMPLARY

PROFICIENT

PROGRESSING

UNSATISFACTORY

Performance Descriptors

- Continually seeks more effective ways to accomplish goals and improve the school.
- Develops and uses effective conflict-management and consensus-building skills.
- Effectively communicates rationale for decisions, clear expectations and steps to accomplish goals with all stakeholders.

Builds the capacity of staff to accept and support changes that will improve the school

Manages changes that will improve the school by guiding others and by addressing resistance

Looks for ways to improve the school and is receptive to new ideas

Resists change; being satisfied with the status quo
Does not help staff understand change or new initiatives and may blame higher authority for the change

Builds the school's collective capacity to engage in courageous conversations about goals, priorities and beliefs

Provides opportunities for staff to engage in courageous conversations about goals, priorities and beliefs

Tries to build acceptance to change, but fails to communicate clear rationale or garner support

Provides little direction to staff as changes occur

Explains the rationale for change and makes sense of changes and garners support from all stakeholders

Explains the rationale for change and makes sense of changes

Change is implemented without a clear idea of how it will support school goals

Effects change in ways that secure staff cooperation and advance the goals of the school

Does not prepare staff to accept new ideas, nor builds acceptance for positive change

PEI Performance Rubric

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Performance Domain

Domain 1: Executive Leadership

The principal establishes and implements a shared vision and culture of collective responsibility with high expectations for staff and students.

Indicator

Indicator 1.4: Decision-Making: Makes effective decisions that support campus and district goals

Performance level

CORE ACTIONS

EXEMPLARY

PROFICIENT

PROGRESSING

UNSATISFACTORY

Performance Descriptors

- Models and promotes decision-making that reflects the campus vision, goals, priorities and beliefs.
- Engages appropriate stakeholders in decisions
- Develops structures and protocols allowing input and feedback from stakeholders
- Utilizes various forms of communication to ensure on-going transparency and sense making

Without exception, decisions are made in the best interest of students and effectively advance school and District goals and priorities.

Involves the correct personnel in decisions; delegates as appropriate.

Willingly makes, accepts responsibility for and follows through on decisions that support campus goals, priorities and beliefs.

Decisions are consistently in alignment with demonstrated words and actions

Shares rationale for decisions, particularly when consensus cannot be reached.

Decisions are made in the best interests of students and effectively advance school and District goals and priorities.

Involves the correct personnel in decisions; delegates as appropriate.

Makes timely decisions using data that supports campus goals, priorities and beliefs

Decisions are in alignment with demonstrated words and actions

Communicates decision-making rationale to stakeholders

Decisions are made in the best interests of students. However, they are not effective or do not advance the goals and priorities of the school

Delegates key decisions that should be made by the principal

Makes decisions using data that inconsistently supports campus goals, priorities and beliefs

Decisions are vaguely aligned with demonstrated words and actions

Inconsistently communicates decision-making rationale to stakeholders

Some decisions are not made in the best interests of students. The principal makes excuses or does not accept responsibility for the decisions

Delegates key decisions that should be made by the principal, or is unwilling to make the tough decisions.

Decisions do not support campus goals, priorities and belief

Decisions are not aligned with demonstrated words and actions

Does not communicate decision-making rationale to stakeholders

PEI Performance Rubric

Performance Domain

Domain 1: Executive Leadership

The principal establishes and implements a shared vision and culture of collective responsibility with high expectations for staff and students.

Indicator

Indicator 1.5: Planning and Implementation: Develops and implements strategic plans

Performance level

Performance Descriptors

CORE ACTIONS	EXEMPLARY	PROFICIENT	PROGRESSING	UNSATISFACTORY
<ul style="list-style-type: none"> Engages appropriate stakeholders in developing and implementing strategic plans to accomplish goals Uses effective planning, time management and organization of work to maximize attainment of campus goals Establishes processes to assess and modify plans to ensure achievement of campus goals 	Leads the analysis of relevant data to collaboratively develop multi-year campus plans aligned to district goals and initiatives.	Analyzes relevant data to develop multi-year campus plans aligned to district goals and initiatives	Conducts some analysis of relevant data to develop campus plans; however, review of data is limited or ineffective in developing campus plans.	Campus plans do not exist or are limited to one academic year; analysis of relevant data is incomplete.
	Methodically backward plans, accurately scopes and secures resources to achieve short and long-term goals.	Develops plans to achieve short and long-term goals	Attempts to plan, but planning is ineffective to achieve short and long-term goals	Rarely makes plans to achieve short and long-term goals
	Regularly compares actual progress to planned milestones and adjusts plans accordingly, holding self and others accountable for achieving intended outcomes.	Compares actual progress to planned milestones and sometimes adjusts plans	Inconsistently measures progress to planned milestones	Does not take ownership when milestones are not met
	Proactively develops contingency plans in advance of potential or unforeseen circumstances			

Performance Domain

Domain 2: Instructional Leadership

The principal develops and supports rigorous and coherent systems of curriculum, instruction and assessment ensuring each student's success.

Indicator

Indicator 2.1: Curriculum Alignment: Ensures a standards-based and aligned curriculum

Performance level

CORE ACTIONS

EXEMPLARY

PROFICIENT

PROGRESSING

UNSATISFACTORY

Performance Descriptors

- Ensures teachers align content across grades and that curricular scope and sequences meet the needs of all students and student groups
- Implements systems to ensure there is close alignment of standards, instruction and assessments

Consistently and proactively facilitates Professional Learning Communities (PLCs) ensuring teacher capacity to develop and implement a rigorous and aligned curriculum.

Units of instruction and lesson plans reflect purposeful “backward planning” from various assessments that are aligned to curriculum maps and state standards in both content and level of rigor.

Ensures instruction is purposeful; teachers and students know what they have to know and be able to do, and students demonstrate what they have learned daily.

Facilitates ongoing Professional Learning Communities (PLCs) ensuring teacher capacity to develop and implement an aligned curriculum.

Units of instruction reflect purposeful “backward planning” from common assessments or unit assessments. There may be some pacing issues or too much time is devoted to less important objectives

Ensures instruction is purposeful, teachers and students know what they have to know and be able to do, and students demonstrate what they have learned almost daily

Loosely facilitates Professional Learning Communities (PLCs) ensuring teacher capacity to develop and implement a minimally aligned curriculum.

Planning is done as the unit unfolds – not before instruction takes place. Unit or common assessments do not guide the planning of instruction.

Instruction is sometimes loosely tied to the standards or is not purposeful

Does not facilitate Professional Learning Communities (PLCs).

Planning is inconsistent or absent.

Instruction is not standards-based or purposeful.

Performance Domain

Domain 2: Instructional Leadership

The principal develops and supports rigorous and coherent systems of curriculum, instruction and assessment ensuring each student's success.

Indicator

Indicator 2.2: Instructional Strategies: Ensures the implementation of high-quality, effective classroom instructional strategies that improve performance of all students and student groups.

Performance Level

CORE ACTIONS

EXEMPLARY

PROFICIENT

PROGRESSING

UNSATISFACTORY

Performance Descriptors

- Understands and promotes a clear definition of high-quality instruction based on best practices.
- Ensures instructional staff has a broad repertoire of pedagogical approaches that are effectively incorporated into daily instruction.
- Ensures effective instruction maximizes growth of individual students and student groups, supports equity and eliminates achievement gaps.

Consistently and proactively facilitates teacher Professional Learning Communities (PLCs) ensuring collective instructional practices are consistent with child development, effective pedagogy and the needs of each student.

Implements and oversees a rigorous system for monitoring the effective use of research-based instructional strategies in every classroom.

Without exception, classroom instruction reflects differentiated instruction that addresses the various needs of students, including those with special needs.

Facilitates ongoing Professional Learning Communities (PLCs) ensuring instructional practices are consistent with child development, effective pedagogy and the needs of each student.

Implements a system for monitoring the effective use of research-based instructional strategies in most classrooms

The principal ensures that the curriculum provides every student sufficient opportunity to meet or exceed established academic standards

Loosely facilitates Professional Learning Communities (PLCs) ensuring some instructional practices are vaguely consistent with child development, effective pedagogy and the needs of student.

Implements a system for monitoring the usage of instructional strategies in some classrooms

Differentiation of instruction meets legal requirements, but in a perfunctory way.

Does not facilitate Professional Learning Communities (PLCs).

Vaguely implements a system for monitoring the use of instructional strategies in very few classrooms

Legal requirements are met perfunctorily; students with special needs are not provided sufficient opportunity to demonstrate progress.

Performance Domain

Domain 2: Instructional Leadership

The principal develops and supports rigorous and coherent systems of curriculum, instruction and assessment ensuring each student's success.

Indicator

Indicator 2.3: Instructional Feedback: Provides actionable feedback to teachers to improve the quality of instruction

Performance level

CORE ACTIONS

EXEMPLARY

PROFICIENT

PROGRESSING

UNSATISFACTORY

Performance Descriptors

- Coaches and develops educators by giving timely, relevant and constructive individualized feedback that supports growth
- Utilizes instructional feedback to build effective teacher practices and observable changes in teacher practice

Coaches in a way that fosters development; follows through with implementation and ensures instructional behavior changes and the quality of instruction improves.

Establishes clear, cyclical feedback system prioritizing and differentiating for the various teacher performance levels.

Feedback invites reflection and ownership of self-improvement.

The staff analyzes observational data and helps develop additional professional development and coaching strategies.

Coaches in a way that fosters development or improvement. Feedback generates conversation around instruction.

Able to identify strengths and weaknesses of classroom instruction and articulates highest leverage next steps.

Provides timely (w/in 24 hours), frequent, individualized and actionable feedback in multiple ways to all teachers.

Instructional feedback data are regularly shared with the staff.

Feedback provided in a way that does not foster improvement. The principal does not follow up on feedback that is provided or does not have conversations with the employee about the feedback.

Able to identify strengths and weaknesses of classroom instruction and suggest strategies or resources; however, there is little follow-through.

Instructional feedback data are analyzed in a cursory way, but not shared with the staff.

Feedback provided to teachers is infrequent or vague; feedback conversations and follow-up are absent.

Able to identify strengths and weaknesses of classroom instruction. However, the principal is unable to suggest strategies or resources

Instructional feedback data are not analyzed.

Performance Domain

Domain 2: Instructional Leadership

The principal develops and supports rigorous and coherent systems of curriculum, instruction and assessment ensuring each student's success.

Indicator

Indicator 2.4: Data Driven Instruction: Ensures the use of student level data to drive continuous improvement

Performance level

CORE ACTIONS

EXEMPLARY

PROFICIENT

PROGRESSING

UNSATISFACTORY

Performance Descriptors

- Establishes systems to monitor progress of all students ensuring every student has sufficient opportunity to meet and exceed standards
- Ensures system for intervention in which plans are developed, regularly monitored and adjusted demonstrating that students are consistently growing (>1 yr growth)

Ensures all staff members consistently utilize multiple sources of progress monitoring data to improve instruction and develop interventions.

PLCs demonstrate systematic approach to regularly analyze data, identify gaps and appropriately adjust instruction to ensure success of all students.

Leadership teams consistently and systematically use data to inform and prioritize program and instructional improvement efforts that make measurable progress towards eliminating achievement gaps.

In-depth data tracking includes collective, school-wide information specific to individual student skill

Ensures instructional staff uses multiple sources of data to improve instruction and develop interventions

PLCs regularly analyze data, identify gaps and adjust instruction to ensure success of most students

Leadership teams consistently use data to inform and prioritize program and instructional improvement efforts that make measurable progress towards eliminating achievement gaps.

Standard data tracking includes collective, school-wide information specific to individual student skill

Encourages instructional staff to use multiple sources of data to improve instruction and develop interventions

PLCs generally analyze data, identify gaps and adjust instruction to ensure success of some students

Leadership teams infrequently use data to inform and prioritize program and instructional improvement efforts that make measurable progress towards eliminating achievement gaps.

Moderate data tracking includes school-wide information general to individual student

Rarely attempts to ensure instructional staff uses data to improve instruction and develop interventions

PLCs neglect to analyze data, identify gaps and make adjustments to instruction to ensure student success

Leadership teams use little to no data to inform and prioritize program and instructional improvement efforts that make measurable progress towards eliminating achievement gaps.

Sporadic data tracking includes collective, school-wide information only

PEI Performance Rubric

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Performance Domain

Domain 3: Human Capital

The principal fosters and develops the highest level of professional capacity creating sustainable, collective effectiveness of all campus personnel.

Indicator

Indicator 3.1: Recruitment and Retention: Recruits, hires, mentors and retains high-quality staff

Performance level

CORE ACTIONS

EXEMPLARY

PROFICIENT

PROGRESSING

UNSATISFACTORY

Performance Descriptors

- Develops processes involving leadership teams in selection and supporting new hires
- Ensures each staff position has clear performance expectations aligned with campus goals and priorities
- Develops a supportive instructional environment that fosters the development of teacher effectiveness and improves teacher retention

Proactively recruits and hires staff in anticipation of staff turnover and succession.

Recruits and hires staff in anticipation of staff turnover and succession

Hires staff to assume vacant staff positions

Continually caught off-guard by personnel action; hiring quality candidates receives low priority.

Selection process is clear, rigorous, objective and involves input from staff members.

Criteria for selection are clear, objective, and based on the needs of the students.

Criteria for selection process is clear and objective; however, the process lacks rigor or is carried out without fidelity.

Candidate selection is not based on objective criteria.

Consistently develops, trains, remediates or removes less than proficient teachers and staff while new hires progress and show potential.

Consistently develops, trains, remediates or removes less than proficient teachers and staff while new hires progress and show potential

The principal works to retain proficient teachers, but does not do enough to remediate or remove ineffective teachers

The principal has a hard time retaining effective teachers. The principal does not do enough to remediate or remove ineffective teachers

Every effort to ensure that leadership, teachers, and staff reflect campus diversity are continually implemented with fidelity

Efforts to ensure that leadership, teachers, and staff reflect campus diversity are regularly implemented

Efforts to ensure campus leadership, teachers, and staff reflect campus diversity are superficially implemented

Effort to ensure that leadership, teachers and staff reflect campus diversity are nonexistent

Performance Domain

Domain 3: Human Capital

The principal fosters and develops the highest level of professional capacity creating sustainable, collective effectiveness of all campus personnel.

Indicator

Indicator 3.2: Evaluation of Staff: Conducts rigorous evaluations of staff for continuous improvement and accountability for results

Performance level

CORE ACTIONS

EXEMPLARY

PROFICIENT

PROGRESSING

UNSATISFACTORY

Performance Descriptors

- Routinely monitors and improves instruction by conducting walk-throughs, conferencing with instructional staff, attending grade level and content PLCs
- Uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from observations, formal and informal interactions

Continuously utilizes data effectively, to collaborate with all staff in setting specific goals and actively tracking progress of attainment.

Without exception, evaluations are differentiated and accurately assess effectiveness of staff.

Maintains a culture where teacher performance evaluations align with student academic growth and development.

Peer-to-peer observation and feedback is embedded into the school culture.

Regularly utilizes data to collaborates with most staff members in setting general goals and tracking progress of attainment

Evaluations are differentiated and accurately assess effectiveness of staff.

Maintains a culture where teacher performance evaluations align with student academic growth and development.

Peer-to-peer observation and feedback is connected to the school culture.

Sometime utilizes data to collaborates with some staff members in setting general goals and tracking progress of attainment

Evaluations are not differentiated and do not accurately assess effectiveness of staff.

Evaluations show weak congruence between teacher performance and student academic growth.

Peer-to-peer observation and feedback is a marginal component of the school culture.

Rarely utilizes date and engages in unproductive collaboration with staff in setting goals and tracking progress of attainment

Evaluations are not differentiated and do not accurately assess effectiveness of staff.

Evaluations show weak congruence between teacher performance and student academic growth

Peer-to-peer observation and feedback is detached from the school culture.

Performance Domain

Domain 3: Human Capital

The principal fosters and develops the highest level of professional capacity creating sustainable, collective effectiveness of all campus personnel.

Indicator

Indicator 3.3: Staff Development: Trains, develops and supports a high-performing campus staff

Performance level

CORE ACTIONS

EXEMPLARY

PROFICIENT

PROGRESSING

UNSATISFACTORY

Performance Descriptors

- Utilizes leadership teams to analyze teacher performance data to adapt professional development based on the changing needs of the school.
- Ensures expected performance improvement outcomes are met as a result of staff development
- Considers adult learning research in the development and implementation of staff trainings

Proactively collaborates with leadership teams to develop effective PD sessions and PLCs that continually identify and address legitimate specific areas for improvement.

PD sessions include significant job-embedded coaching focused on instructional growth and follow-through of expected implementation.

Implementation of learning from PD sessions is systematically tailored, monitored and tracked for all teachers.

PD and PLCs are highly engaging and encourage staff voice, choice and leadership attainment resulting in significant increases in capacity and student outcomes.

Utilizes innovative and reflective resources and practices in all staff trainings.

Regularly collaborates with leadership teams to develop PD sessions and PLCs that identify and address legitimate common areas for improvement

PD sessions include job-embedded coaching directly related to instructional growth and follow-through of expected implementation

Implementation of learning from PD sessions is regularly tailored, monitored and tracked for most teachers.

PD and PLCs are engaging and allow for staff voice, choice and leadership opportunities resulting in greater increases in capacity or student outcomes

Utilizes innovative and reflective resources and practices in most staff trainings

Occasionally collaborates with leadership teams to develop PD sessions and PLCs that identify and address generic areas for improvement

PD sessions includes job-embedded coaching related to instructional growth

Implementation of learning from PD sessions is occasionally monitored and tracked for some teachers.

PD and PLCs are somewhat engaging and allow for staff voice, choice and leadership opportunities resulting in limited increases in capacity or student outcomes

Utilizes innovative and reflective resources and practices in some staff trainings

Rarely collaborates with leadership teams in the development of PD sessions and PLCs resulting in perfunctory development

PD sessions attempt to include job-embedded coaching related to instructional growth but are ineffective

Implementation of learning from PD sessions is rarely monitored and tracked for few teachers.

PD and PLCs are commonplace and discourage staff voice, choice and leadership opportunities resulting in few increases in capacity or student outcomes

Utilizes innovative and reflective resources and practices in few staff trainings

Performance Domain

Domain 3: Human Capital

The principal fosters and develops the highest level of professional capacity creating sustainable, collective effectiveness of all campus personnel.

Indicator

Indicator 3.4: Leadership Development: Develops leadership capacity of campus staff

Performance level

CORE ACTIONS

EXEMPLARY

PROFICIENT

PROGRESSING

UNSATISFACTORY

Performance Descriptors

- Creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities
- Establishes, trains, coaches and develops effective leadership teams

Purposefully creates an environment in which staff share reasonable amounts of influence and **control**, building capacity of teams to oversee complex projects, and lead teacher/staff teams.

Explicitly builds systems that encourage and incorporate teachers and staff to assume leadership and decision-making roles.

Encourages staff members to take initiatives and collaborates with individuals to achieve leadership goals maximizing their potential.

Systematically, provides job-embedded leadership feedback and coaching to all leadership team members.

Creates an environment in which staff share reasonable amounts of influence building capacity of teams to oversee complex projects, and lead teacher/staff teams

Builds systems that encourage and incorporate teachers and staff to assume leadership and decision-making roles.

Supports staff members in taking initiatives and collaborates with individuals to establish leadership goals

Provides job-embedded leadership feedback and coaching to all leadership team members.

Creates an environment in which staff share reasonable amounts of influence building capacity of teams to assist with low-level projects, and/or assist teacher/staff teams

Adheres to systems that allow teachers and staff to assume leadership and decision-making roles

Provides some staff members leadership opportunities

Provides leadership feedback to all leadership team members

Purposefully creates an environment in which staff share little to no influence building capacity of teams to assist with projects, and/or assist teacher/staff teams

Systems are not supportive of teachers and staff assuming leadership and decision-making roles

Relies on outside entities to develop leadership capacity of teams or individuals

Does not provide leadership feedback to all leadership team members

Performance Domain

Domain 4: Strategic Operations

The principal strategically plans and ensures campus operations and resources promote the academic success and well-being of each student.

Indicator

Indicator 4.1: Resource Management: Manages resources (people, financial, equipment) effectively to support the organizational goals.

Performance level

CORE ACTIONS

EXEMPLARY

PROFICIENT

PROGRESSING

UNSATISFACTORY

Performance Descriptors

- Implements effective management techniques within assigned roles and responsibilities to ensure alignment to and accomplishment of campus goal
- Utilizes all funds in compliance with state and federal guidelines, while maximizing the goals of the campus.
- Ensures campus facilities, equipment and support systems operate safely, efficiently and effectively

Designs and implements structures and processes that enable high levels of shared responsibility by leadership teams.

Allocates resources tightly aligned to campus goals in a manner that ensures equitable outcomes for all students.

Personnel resources are used efficiently and people are in positions that help maximize organizational effectiveness.

Develops strategic, multi-year plans that prioritize the use of budget and resources to accomplish long-term goals.

Innovatively uses technology in daily management of resources.

Implements structures and processes that enable appropriate levels of shared responsibility by leadership teams.

Allocates resources aligned to campus goals in a manner that ensures equitable outcomes for most students

Most personnel resources are used efficiently

Develops multi-year plans that align the use of budget and resources to accomplish long-term goals

Incorporates the use of technology in the daily management of school systems to accomplish campus goals

Implements structures and processes that enable some shared responsibility by leadership teams

Allocates resources aligned to campus goals in a manner that ensures equitable outcomes for some students

Some personnel resources are used efficiently to support building priorities.

Develops multi-year plans that consider the use of budget and resources to accomplish long-term goals

Periodically uses technology in the daily management of school systems to accomplish campus goals

Implements structures and processes that enable minimal shared responsibility by leadership teams

Resource allocations are loosely aligned to campus goals resulting in unequitable student outcomes

Few personnel resources are wasted; allocation of personnel does not adequately address building priorities

Develops plans that comprise the use of budget and resources to accomplish long-term goals

Technology is ineffectively used in daily management of school systems to accomplish campus goals

Performance Domain

Domain 4: Strategic Operations

The principal strategically plans and ensures campus operations and resources promote the academic success and well-being of each student.

Indicator

Indicator 4.2: Time Management: Effectively organizes and manages school and personal time to accomplish campus goals

Performance level

CORE ACTIONS

EXEMPLARY

PROFICIENT

PROGRESSING

UNSATISFACTORY

Performance Descriptors

- Uses effective planning, time management and organization of work to meet deadlines and maximize attainment of District and campus goals
- Establishes structures and schedules to support student learning and the development of teachers and staff

Systematically plans own schedule to ensure instructional leadership actions take priority and all deadlines and tasks are accomplished on time.

Delegates tasks and authority when appropriate to concentrate on building priorities.

Systematically monitors and adjusts the master schedule's impact on teacher planning and student achievement.

Regularly analyzes school and classroom data ensuring campus practices and procedures maximize the use of instructional time.

Sets own daily schedule to address instructional leadership priorities that support the ongoing development of teacher and staff quality, review of data and other school-wide priorities

Delegates tasks and authority when appropriate to concentrate on building priorities.

Monitors and adjusts master schedule's impact on teacher planning and student achievement.

Analyzes school and classroom data ensuring campus practices and procedures maximize the use of instructional time.

Sets own daily schedule to address instructional leadership but is inconsistent on how time is spent.

Sometimes distracted by activities that could be delegated to others

Master schedule adjustments are inconsistently implemented, limiting time and resources for teacher planning and student instruction

The principal develops a school and class schedule that allows students to receive instruction. However, the schedule does not maximize instructional time nor optimize teacher-student contact time.

Rarely plans in advance and neglects to prioritize time for instructional leadership

Frequently distracted by activities that could be delegated to others or that are low priorities

Master schedule adjustments are rarely implemented, significantly limiting time and resources for teacher planning and student instruction

The principal does not manage time use in the building. Time is wasted and the principal does not shield teachers from distractions that decrease the amount of productive time in the classroom.

Performance Domain

Domain 4: Strategic Operations

The principal strategically plans and ensures campus operations and resources promote the academic success and well-being of each student.

Indicator

Indicator 4.3: School Culture: Establishes an environment that ensures the social, emotional and physical well-being of staff and students.

Performance level

CORE ACTIONS

EXEMPLARY

PROFICIENT

PROGRESSING

UNSATISFACTORY

Performance Descriptors

- Implements routines and systems to maintain a supportive, secure and respectful learning environment

Establishes, reinforces, and monitors clear expectations for all adult, staff and student conduct, including varied social and emotional supports.

Without exception, appropriately handles staff and stakeholder misconduct.

Effectively applies and continuously evaluates a variety of student discipline techniques to meet the behavioral needs of individual students.

Intentionally plans for teaching, monitoring and intervening to reteach expected academic and social behaviors.

Establishes, reinforces and monitors expectations for most adult, staff and student conduct, including standard social and emotional supports

Consistently, appropriately handles staff and stakeholder misconduct

Applies and evaluates a variety of student discipline techniques to meet the behavioral needs of individual students

Plans for teaching, monitoring and intervening to reteach expected academic and social behaviors

Attempts to establish, reinforce and monitor expectations for adult, staff and student conduct, including social or emotional supports with limited success

Generally, appropriately handles staff and stakeholder misconduct

Applies student discipline techniques to meet the behavioral needs of students

Intermittently plans for teaching, monitoring and intervening to reteach expected academic and social behaviors

Attempts to establish, reinforce and monitor expectations for adult, staff and student conduct, including social or emotional supports are ineffective.

Lacks ability to appropriately handles staff and stakeholder misconduct

Selectively applies student discipline techniques often failing to meet the behavioral needs of individual students

Neglects to plan for teaching, monitoring and intervening to reteach expected academic and social behaviors

Performance Domain

Domain 5: Professional Responsibilities

The principal acts ethically and professionally, relentlessly pursuing continual improvement.

Indicator

Indicator 5.1: Stakeholder Management: Develops and maintains positive relationships with all stakeholders

Performance level

CORE ACTIONS

EXEMPLARY

PROFICIENT

PROGRESSING

UNSATISFACTORY

Performance Descriptors

- Implements effective strategies to systematically gather input from all campus stakeholders, ensuring all are an integral part of the campus culture
- Proactively seeks collaboration with district personnel and community to achieve school and district priorities

Provides numerous opportunities for all internal and external stakeholders to be involved with the school and its activities.

Initiates opportunities to work with a wide range of individuals and organizations to achieve common goals and better outcomes

Anticipates and defuses potentially explosive situations and takes proper actions to collaboratively resolve conflicts and handle complaints at the campus level.

Continuously leverages the influence and synergy of the school and community stakeholders to work together to support high levels of student achievement.

Seeks opportunities to work with a wide range of individuals and organizations to be involved with the school and its activities.

Seeks opportunities to work with a wide range of individuals and organizations to achieve common goals and better outcomes

Defuses potentially explosive situations and takes proper actions to resolve conflicts and handle complaints

Regularly leverages the influence and synergy of the school and community stakeholders to work together to support proficient levels student achievement

Works with a wide range of individuals to be involved with the school and its activities but involvement by parents or stakeholders is not actively sought

Works with a wide range of individuals and organizations to achieve common goals and better outcomes

Addresses complaints from parents and concerned citizens when necessary

Sporadically leverages the influence and synergy of the school and community stakeholders to work together to support minimal student achievement

Provides information to individuals and organization about campus events, priorities and goals; however, stakeholder involvement is not welcomed.

Provides information to individuals and organization about campus events, priorities and goals; however, stakeholder involvement is not actively sought

The community has an overall negative impression of the school

Community stakeholders are not leveraged to influence student achievement at any significant levels

PEI Performance Rubric

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Performance Domain

Domain 5: Professional Responsibilities

The principal acts ethically and professionally, relentlessly pursuing continual improvement.

Indicator

Indicator 5.2: Professional Behavior and Communication: Communicates and behaves effectively with stakeholders (students, teachers, staff, parents, community and District)

Performance level

CORE ACTIONS

EXEMPLARY

PROFICIENT

PROGRESSING

UNSATISFACTORY

Performance Descriptors

- Effectively communicates with various audiences
- Models and promotes the highest standard of conduct, ethical principles and integrity in decision-making, actions and behaviors
- Understands the hierarchy of the organization by following the proper chain of command

Establishes effective two-way communication systems that promotes accountability with all stakeholders, ensuring consistent diverse input and feedback from all.

Written and verbal communication is clear and concise; Uses correct grammar and tone that is appropriate to the message and audience. Communication is strategically focused on school's goals and priorities.

Sets the example for others to emulate with regard to integrity, ethical conduct and dress.

Behavior is mature and non-dramatic; does not overreact or panic; behavior is thoughtful and considerate of the feeling and perceptions of others

Without exception, maintains confidentiality and handles information with appropriate sensitivity.

Establishes effective two-way communication systems that addresses accountability with most stakeholders, allowing regular input and feedback from most

Writes and speaks clearly, concisely and persuasively; uses correct grammar, vocabulary and a tone that is appropriate to the message and audience

The principal's manner and dress reflect competence and is appropriate for the venue

Behavior is mature and non-dramatic; does not overreact nor panics; behavior is thoughtful and considerate of the feeling and perceptions of others

Maintains confidentiality and mostly handles information with appropriate sensitivity

Establishes one-way communication systems to address accountability with some stakeholders, allowing intermittent input and feedback from some

Writes and speaks clearly, using correct grammar and vocabulary

Most of the time, dress and manner reflect competence and is appropriate for the venue

Behavior is mature; sometimes overreacts or acts before thinking and may not consider the feelings and perceptions of others

Maintains confidentiality when asked, but sometimes cannot determine the appropriate level of confidentiality required

Attempts to establish communication systems to promote accountability with all stakeholders, allow for input and feedback but implementation is incomplete and/or ineffective

Spoken and written communication may not be clear or grammatically correct

The principal's dress and manner are sometimes inappropriate for the venue or situation

Behavior is immature; sometimes overreacts or acts before thinking and may not consider the feelings and perceptions of others

Violates confidentiality or sometimes cannot determine the appropriate level of confidentiality required

PEI Performance Rubric

5

Performance Domain

Domain 5: Professional Responsibilities

The principal acts ethically and professionally, relentlessly pursuing continual improvement.

Indicator

Indicator 5.3: Professional Growth: Maintains personal and professional growth and contributes to the growth of the profession meaningfully.

Performance level

CORE ACTIONS

EXEMPLARY

PROFICIENT

PROGRESSING

UNSATISFACTORY

Performance Descriptors

- Strives to continually improve, learn and grow by engaging in on-going and meaningful professional growth activities
- Demonstrates self-awareness by reflecting own practice, seeking and acting on feedback
- Invests in the overall success of colleagues and the organization as a whole

Proactively seeks feedback from supervisors, peers and subordinates; continuously self-reflects, and adapts leadership practice; takes advantage of multiple learning opportunities aligned with student needs

Continually seeks out collaboration with others to improve or influence educational practices or policies.

Develops materials or resources that help others improve teaching or expands capacity by serving as a mentor or leading teams or committees.

Remains current in the field, staying abreast of legislation, policy changes, and current education research.

Seeks feedback, self-reflects, and adapts own learning practice; engages in learning opportunities aligned with student needs

Shares work and ideas with colleagues in intentional effort to advance the goals of the district

Shares materials and resources that help others improve teaching by presenting at the district or state level.

Remains current in the field, staying abreast of education research

Accepts feedback with a non-defensive attitude; makes minor adjustments to own leadership practice; seeks some learning opportunities aligned with student needs

Shares work and ideas through collaboration however, the contributions have minimal impact.

Shares materials and resources with colleagues or through committees but does not seek actively to expand capacity.

Seeks to remain abreast of educational research but essential knowledge gaps persist

Ignores or rejects critical assessment of performance; unwilling to accept feedback and adjust leadership practice; resistant to participating in learning opportunities

Meets with colleagues but does not share ideas or resources beyond the campus.

Does not contribute to the success of others by sharing materials or resources.

Demonstrates superficial efforts to gain knowledge of educational research large gaps in knowledge exist