

School ADvance Principal Summative

Rubric ID = 8315

Domain 1: Results				
Student, Teacher, and School Results Factors				
Teacher Results, Based on Student Results Characteristic				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Teacher Results, Based on Student Results Characteristic		Shows improvement in the percentage of teachers whose students meet established student achievement targets* on specified assessments**; and/or	Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified assessments**and/or
Student Results Characteristic				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Student Results Characteristic		Shows improvement in the percentage of building students who meet established student achievement targets* on	Meets established goal(s) for the percentage of building students who meet student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of building students who meet student achievement targets* on specified assessments**; and/or

		specified assessments**; and/or		
Student Results Item: Achievement Gaps Characteristic				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Student Results Item: Achievement Gaps Characteristic		Shows improvement in reducing the size of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Meets established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Exceeds established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or
School Results Item: Improved School Programs and Process Characteristic				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
School Results Item: Improved School Programs and Process Characteristic		Shows improvement on identified school process and program improvement targets based on the schools improvement plan***	Meets established annual school process and program improvement targets based on the school's improvement plan***	Exceeds established annual school process and program improvement targets based on the school's improvement plan***

Domain 2: Leadership

Vision for Learning and Achievement Factors

Personal Vision Characteristics

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Personal Vision Characteristics		Maintains and communicates an informed vision of success for all students	And advances his/her personal vision in ways that honors and celebrates diversity and the worth of every individual	And sets both an example and an expectation for treating all persons with civility, respect, and dignity

Shared Vision Characteristics

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Shared Vision Characteristics		Works with staff, students, parents, and community to build a shared vision of learning for all students	And enlists staff, students, and parents in working on and regularly updating the shared vision based on current information	And monitors progress, aligns resources, and fosters innovation to achieve the shared vision based on valid measures of success

Leadership Work and Behavior Factors

Informed Characteristics

Element	Ineffective	Minimally Effective	Effective	Highly Effective

Informed Characteristics		Uses valid data, information, and research to inform goals, strategies, and practices	And guides staff to use multiple sources of data, information and research to inform goals, strategies, and practices	And works with staff to use data, information, and research to set priorities, evaluate school programs, and collaborate for improved results
Strategic and Systemic Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Strategic and Systemic Characteristics		Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school	And works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals	And works with staff, students and parents to link school priorities and strategies into a systemic plan to achieve school and district goals
Fair, Legal, Honest, Ethical and Professional Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Fair, Legal, Honest, Ethical and Professional Characteristics		Conducts his/her work in a fair, legal, and ethical manner	And, holds school personnel accountable for fair, legal, and ethical conduct	And contributes to policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct
Resilient Characteristics				

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Resilient Characteristics		Maintains effective personal work habits, is reliable and consistent in fulfilling responsibilities, and renews personal commitment	And models and sets expectations for staff to use habits of reflective practice, personal growth and renewal, reliability, and consistency	And establishes school routines that support and recognize habits of reflective practice, self-assessment, and personal renewal

Domain 3: Programs

High Quality/Fidelity/Reliability Instructional Program Factors

Curriculum Characteristics

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Curriculum Characteristics		Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction	And ensures that staff communicates curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core curriculum standards and differentiate instruction to meet the needs of all students	And assists staff in interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the curriculum relevant for all students and understood by all parents

Instruction Characteristics

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Instruction Characteristics		Has a working knowledge of effective instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs	And assists staff in developing a repertoire of research based instructional practices that support active student learning, differentiation, and tiered	And establishes school processes and routines that engage teachers in regular monitoring of student progress and evaluation, adaptation, and improvement of

			interventions where needed to meet student needs	instructional strategies to meet the needs of all students
Assessment Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Assessment Characteristics		Has a working knowledge of assessment practices and instruments and works with staff to follow ethical, legal, and valid practices in using data to communicate about student progress	And provides training and support for staff to become assessment literate and competent in analyzing and interpreting assessment results to communicate student progress, set learning goals, and make decisions that affect students	And works with staff to establish building and district systems, processes, policies, training, and shared leadership for effective assessment and feedback practices
Safe, Effective, Efficient School Operations Factors				
Policies Laws, and Procedures Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Policies Laws, and Procedures Characteristics		Maintains current knowledge and acts in accordance with state and federal laws, school safety practices, employee	And informs and holds staff accountable for adherence to state and federal laws, school safety practices, employee contracts, and district policies	And monitors, evaluates, and improves school routines and processes to better align and support legal, safe, and ethical school operations and to

		contracts, and district policies		develop positive employee relations
Systems, Processes, and Procedures Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Systems, Processes, and Procedures Characteristics		Follows district and establishes school systems, processes, and procedures that guide the operation of the school	And ensures that staff and students understand, follow, and evaluate the systems, processes, and procedures of the school and district	And works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes, and procedures
Allocation and Management of Resources Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Allocation and Management of Resources Characteristics		Establishes procedures for and regularly monitors the school's fiscal management and financial status	And communicates with staff about the school's financial status and develops processes for aligning and realigning resources to support school goals	And communicates and collaborates with staff, central office, and stakeholders about the school's financial status and securing resources to achieve school goals

Domain 4: Processes

Community Building Factors

Relationships Characteristics

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Relationships Characteristics		Forms relationships with staff, students, families and the broader school community	And, is involved in the community as an advocate for the schools and regularly assesses and ensures that the school responds to the needs of a diverse school community	And, works with the community to form partnerships, coordinate services, seek out resources and support, and advocate for the school

Inclusion Characteristics

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Inclusion Characteristics		Welcomes and invites parents and members of the diverse community to be involved with the school	And responds to concerns of students, parents, and the community-involving them in ways that are meaningful and relevant	And ensures all segments of the community are included, involved, respected, and valued

Communications Characteristics

Element	Ineffective	Minimally Effective	Effective	Highly Effective
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Communications Characteristics		Communicates regularly with internal and external stakeholders about student achievement	And uses a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school	And establishes a regular system of two-way communication with parents, community, and media, while involving parents in their child's education
Evidenced-Based and Data Informed Decision Making Factors				
Collaborative Inquiry Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Collaborative Inquiry Characteristics		Creates school routines to examine and question student and school results	And establishes and works with staff teams to challenge assumptions, raise questions, and interpret multiple sources of student results to create evidence based instructional plans	And trains teachers to lead collaborative inquiry, assist colleagues in developing evidence based goals and strategies, and disseminate successful improvement work
Systematic Use of Multiple Data Sources Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Systematic Use of Multiple Data Sources Characteristics		Works with staff to use multiple forms of student data (including sub-groups)	And works with staff to analyze multiple year student data (including sub-groups) and school data	And works with staff to deepen student and school data analysis with triangulated data points,

		and school data to identify school improvement goals	trends and select evidence-based strategies to achieve the school improvement goals	sub-scores, etc. to evaluate and revise school improvement goals and strategies
Data Systems Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Data Systems Characteristics		Is knowledgeable about, and sets clear expectations for, staff use of the school's data systems	And ensures that staff are knowledgeable and monitored in their use of the school's data systems for classroom assessment and progress monitoring	And provides staff training and support to use the school's data system for collecting, analyzing, and interpreting multiple forms of data for progress and performance monitoring

Domain 5: Systems

Technology Integration and Competence Factors

Personal Use of Technology Characteristics

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Personal Use of Technology Characteristics		Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications	And models personal use of technology, participates in electronic learning communities, and makes creative use of technology to enhance communications and accomplishment of job responsibilities	And learns and uses emerging technologies to increase productivity, develop leadership, and expand staff use of technology

Learning and Teaching with Technology Characteristics

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Learning and Teaching with Technology Characteristics		Ensures that staff have the necessary training, support, direction, and monitoring to make effective use of technology for communications and routine job responsibilities	And assists staff in exploring new uses for instructional technology, ensuring that technology is integrated into school plans for improving curriculum management, instruction, and assessment	And provides leadership, advocacy, and creative solutions for school and district level use of technology to improve parent and community involvement, expand student learning opportunities, improve the monitoring and

				communication of student progress and adapt the teaching and learning environment for better student results
Leadership for Technology Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Leadership for Technology Characteristics		Builds a shared vision with staff and parents for using technology to enhance classroom instruction and improve student results	And works with staff to identify evidence-based technology practices that improve instruction, extend learning opportunities and foster student and parent engagement in the learning process	And provides leadership for district policies and practices that encourage and recognize staff initiative and innovative use of technology to improve student results
Human Capacity Development Factors				
Professional Development Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Professional Development Characteristics		Develops a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance	And establishes processes for self and staff to refine personal growth plans with data and research, while engaging in professional	And works with staff to evaluate the school's professional learning culture and the impact of internal

		evaluation and/or staff induction, mentoring, and coaching systems	learning and performance evaluation	and external professional learning on student results
Leadership Development Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Leadership Development Characteristics		Involves staff in school decision making processes and recognizes staff leadership	And helps staff build a culture where they share responsibility and leadership for day-to-day operations, student and school success, professional learning, and involvement of students, parents, and community in the work of the school	And identifies, develops, and supports staff, student, and parent leaders with the training, mentoring, and coaching needed to carry out meaningful leadership roles in the school
Performance Evaluation Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Performance Evaluation Characteristics		Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback, and development	And works to improve his/her personnel evaluation skills and strategies, increase staff understanding and participation in their own performance evaluations, and use	And involves staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the

		of personal growth or individual development plans (IDP)	performance evaluation to achieve improved student results	performance evaluation process
Productivity Characteristics				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Productivity Characteristics		Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work	And makes evidence based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes	And differentiates and adapts staff roles and responsibilities to achieve the goals of the school using staff, student, and parent feedback to evaluate/improve school routines to increase productivity