

Idaho Principal Evaluation Framework

Domain 1 – School Climate: *An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.*

<p>1a. School Culture: <i>Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.</i></p>			
<p>Unsatisfactory The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is inconsistent in creating maintaining rules and policies designed to ensure a safe environment for staff and students. <input type="checkbox"/> Ignores or dismisses conflict <input type="checkbox"/> Passively listens to staff and community feedback but relies on his/her personal interpretation. <input type="checkbox"/> Barriers continue or are created due to the lack of willingness to collaborate toward improving the school setting. 	<p>Basic The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complies with pertinent laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats. <input type="checkbox"/> Establishes rules and related consequences designed to keep students safe. <input type="checkbox"/> Responds to conflict and seeks to resolve it. <input type="checkbox"/> Alone or with school leadership team, monitors school climate by gathering data about student and staff perceptions; responds to significant issues after they arise. <input type="checkbox"/> Connects appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings. 	<p>Proficient The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that disciplinary policies and actions remove students from learning opportunities only as a last resort. <input type="checkbox"/> Ensures that staff proactively engages in conflict resolution. <input type="checkbox"/> Models and promotes positive school culture. <input type="checkbox"/> Actively elicits and uses feedback that measures the school and community perceptions and uses this data consistently to monitor and improve school climate. <input type="checkbox"/> Collaborates with all school-level stakeholders in creating opportunities to safely examine assumptions and beliefs, which may serve as barriers to a school culture that embraces diversity in race, language, gender, culture and values. 	<p>Distinguished The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with other school/district leaders to develop more effective strategies to comply with regulations, improve school safety, and ensure equitable application of safety procedures. <input type="checkbox"/> Collaborates with other school/district leaders to proactively identify physical and emotional threats and resolve them peacefully. <input type="checkbox"/> Reduces conflict in school and district setting by monitoring and promoting a positive school culture encouraging positive engagement between students, staff, and parents. <input type="checkbox"/> Systematically elicits feedback from school, district, and community and is explicit in analysis of and reflection on data and establishes actions based on data analysis. <input type="checkbox"/> Collaborates with other school/district leaders as well as with instructional staff, students, and their families in creating opportunities to safely examine deeply held assumptions and beliefs, which may serve as barriers to a school culture that embraces diversity in race, language, gender, culture, and values.

1b. Communication: *Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.*

Unsatisfactory	Basic	Proficient	Distinguished
<p>The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Doesn't develop a vision for the school or develops a vision for the school with little or no collaboration with stakeholders. <input type="checkbox"/> Does not monitor school goals or plans or align them to school programs. <input type="checkbox"/> Does not create or support opportunities for departments to communicate or collaborate. <input type="checkbox"/> Uses print and/or email but does not use additional technology (e.g., website, social media) for communication to parents or other external constituents. A technology-based communications plan is not available. 	<p>The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> When making organizational decisions, refers to and requires others to reference the mission and vision, ensuring all staff know and understand it. <input type="checkbox"/> Monitors school goals, programs, and actions. <input type="checkbox"/> Facilitates clear, timely communication across the school's departments to support effective and efficient school operations. <input type="checkbox"/> Uses print and/or email and intermittently uses additional technology (e.g., website, social media) for communication to parents or external constituents. <input type="checkbox"/> Puts in place a technology-based communication plan that shows the timeline for information dissemination. 	<p>The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students. <input type="checkbox"/> Adjusts the school improvement plan using data and input from stakeholders to ensure that programs and actions support the school's vision and mission. <input type="checkbox"/> Leads school staff in using multidirectional communication strategies and engages stakeholders. <input type="checkbox"/> Creates a technology-based communications plan that is based upon community members' technology use preferences and is timed to the school schedule. 	<p>The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads, participates in, or advocates for changes to school or district vision and goals based on data to improve performance, school culture, and school success. <input type="checkbox"/> Through the use of multiple communication strategies, leads staff, colleagues, and community in creating and monitoring school improvement plans in alignment with the district's initiatives. <input type="checkbox"/> Collaborates with staff and community members through the use of multiple communication strategies to increase the effectiveness of internal and external communication. <input type="checkbox"/> Leads, participates in, or advocates for the use of technology or the development of technology-use communications plans to increase communication to all stakeholders regarding appropriate information for all stakeholders.

1c. Advocacy: *Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.*

<p>Unsatisfactory The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not meaningfully involve all stakeholders in the school's activities. <input type="checkbox"/> Considers the community separate from the school and overlooks opportunities to engage in the community's various cultures. 	<p>Basic The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Invites community input and inconsistently uses the input to inform decisions. <input type="checkbox"/> Provides isolated opportunities for involving the community in school activities. 	<p>Proficient The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently seeks and/or creates opportunities that engages the school community in activities that support teaching and learning. <input type="checkbox"/> Promotes appreciation and understanding of the community's various cultures by providing opportunities for interaction with the community within the school. 	<p>Distinguished The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads or collaborates on initiatives to bring the community into the school facility to better understand its initiatives, culture, and/or needs. <input type="checkbox"/> Proactively engages students, educators, parents, and community partners in building relationships that improve teaching and learning along with other emerging issues that impact district and school planning, programs, and structures.
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Domain 2 – Collaborative Leadership: *An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.*

2a. Shared Leadership: *Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.*

<p>Unsatisfactory The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not use professional learning plans to support staff professional learning. <input type="checkbox"/> Provides few advancement or leadership opportunities for staff. <input type="checkbox"/> Has not begun to develop and implement shared leadership as part of the process of shared governance. 	<p>Basic The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Through the use of professional learning plans, provides feedback on professional behavior to teachers and other staff and remediates behavior as needed. <input type="checkbox"/> Provides staff equal access to opportunities for learning, leadership, and advancement. <input type="checkbox"/> Has begun to develop and implement shared leadership as part of the process of shared governance. 	<p>Proficient The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages professional growth through the use of a professional learning plan, providing opportunities for individualized professional development. <input type="checkbox"/> Creates structured opportunities for instructional staff and other staff to expand leadership. <input type="checkbox"/> Effectively develops and sustains a culture of shared leadership as part of the process of shared governance. 	<p>Distinguished The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads, participates in, or advocates for expanding the power of professional learning plans and their use as a tool to create dialog that promotes leaders throughout school and district. <input type="checkbox"/> Collaborates with other school/district leaders on how to facilitate structured opportunities for increased shared leadership. <input type="checkbox"/> Collaborates with other school/district leaders on how to effectively develop and sustain a culture of shared leadership as part of the process of shared governance.
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<p>2b. Priority Management: <i>Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.</i></p>			
<p>Unsatisfactory The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not manage time effectively or prioritize activities. <input type="checkbox"/> Does not manage projects successfully, which leads to milestones and deadlines missed. <input type="checkbox"/> Lacks systems and processes for planning and managing change. <input type="checkbox"/> Cannot use or explain the use of technology to support instruction and learning. 	<p>Basic The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prioritizes the use of school time to ensure that some staff activities focus on improvement of student learning; organizes majority of professional time to the school's priorities but may also engage in time wasting activities. <input type="checkbox"/> Manages projects using list of milestones and deadlines; impact of change is sometimes documented. <input type="checkbox"/> Establishes clear and consistent process and systems to manage change. <input type="checkbox"/> Uses email, but relies on others to facilitate communications and monitoring through the use of technology to support instruction and learning. 	<p>Proficient The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prioritizes the use of school time to ensure that staff and student activities focus on improving student learning. <input type="checkbox"/> Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders. <input type="checkbox"/> School staff and other stakeholders adhere to established processes and procedures in place to manage and monitor change. <input type="checkbox"/> Uses and initiates the use of technology among staff in order to support instruction and learning. 	<p>Distinguished The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coaches or facilitates other leaders in effective use of school time by prioritizing to ensure staff and student activities focus on school priority areas and student learning. <input type="checkbox"/> Leads, participates in, or advocates for districtwide efforts to apply project management systems and facilitates systematic monitoring and collaboration with stakeholders. <input type="checkbox"/> Mentors/Coaches other school leaders in effective, transparent strategies that systematically manage and monitor change while incorporating staff and stakeholders. <input type="checkbox"/> Uses advanced features to lead effective use of a variety of technology tools to increase productivity and support instruction and learning.

<p>2c. Transparency: <i>Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions.</i></p>			
<p>Unsatisfactory The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes decisions with little or no consultation with stakeholders. 	<p>Basic The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is transparent with staff about allocation of resources and any expected changes. 	<p>Proficient The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks input from stakeholders, and is transparent about decisions by informing stakeholders of purposes and anticipated effects of those decisions. 	<p>Distinguished The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipates the possible effects of decisions to minimize unintended consequences.

2d. Leadership Renewal: *Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.*

Unsatisfactory	Basic	Proficient	Distinguished
<p>The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not write or consider a professional learning plan. <input type="checkbox"/> Does not engage in professional development opportunities. <input type="checkbox"/> Does not use self-reflection or monitoring of goals in measuring professional growth. <input type="checkbox"/> Does not address discrimination or intolerance in professional growth, reflection practices, or in the school community. Does not address problems of discrimination or intolerance in the school community. 	<p>The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completes a professional learning plan in a timely manner. <input type="checkbox"/> Engages in professional development offered to principals by the district. <input type="checkbox"/> Meets requirements for self-reflection, evaluating his/her own practice, and discussing feedback with evaluator; adjusts practice as required. <input type="checkbox"/> Pursues professional development and training to support efforts in eliminating discrimination or intolerance in the school 	<p>The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks throughout the year to improve leadership skills by collaborating with colleagues, pursuing professional development that improves leadership skills, and is incorporated in a professional learning plan. <input type="checkbox"/> Uses feedback, surveys, and evaluations to inform personal professional development plans and improves practice by consistently monitoring progress and making adjustments as necessary. <input type="checkbox"/> Uses self-reflection and data that is aligned to school and district vision and/or needs. As goals are measured and achieved, leadership skills, school culture, and student learning are improved. <input type="checkbox"/> Acts as a role model against discrimination and intolerance and leads professional development/conversations as necessary so that students and staff support efforts to eradicate any of these practices from the school setting. 	<p>The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads, participates in, or advocates for district efforts to improve principal professional development that improves leadership skills while incorporating these skills within professional learning plans. <input type="checkbox"/> Leads, participates in, or advocates for the use of feedback, surveys, and evaluations that inform professional development and improves professional practice by consistently monitoring progress and making adjustment as necessary. <input type="checkbox"/> Leverages opportunities to lead staff and district to systematically monitor professional development and progress towards goals using self-reflection and data to measure and improve professional skills. <input type="checkbox"/> Leads, participates in, or advocates for districtwide efforts against discrimination or intolerance.

2e. Accountability: *Principal establishes high standards for professional, legal, ethical, and fiscal accountability self and others.*

<p>Unsatisfactory The principal</p>	<p>Basic The principal</p>	<p>Proficient The principal also</p>	<p>Distinguished The principal also</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Is not prepared, is often absent at key meetings, engages in disrespectful behaviors that do not honor others. <input type="checkbox"/> Manages fiscal responsibilities in a disordered, irresponsible way. <input type="checkbox"/> Engages in illegal or unethical conduct. <input type="checkbox"/> Does not understand policies and laws related to school and district. <input type="checkbox"/> Cannot describe how technology tools are used to collect, organize or analyze data. 	<ul style="list-style-type: none"> <input type="checkbox"/> Is prepared, participates in, and is ready to listen to and respect others in planned and unplanned meetings with periodic exceptions (sidebar conversations, distractions during planned or unplanned meetings). <input type="checkbox"/> As allowed by the district, allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner. <input type="checkbox"/> Does not engage in illegal or unethical conduct. <input type="checkbox"/> Understands policies and laws related to school and district and enforces or complies as necessary. <input type="checkbox"/> Encourages staff to use some technology tools to collect, organize and analyze data. 	<ul style="list-style-type: none"> <input type="checkbox"/> Is prepared, participates fully in, and is ready to listen to and respect others in planned and unplanned meetings. He/she encourages ideas and engages others in meaningful dialogue. <input type="checkbox"/> Works with others to modify educational systems, as needed, to increase their effectiveness in using and allocating fiscal, personnel, space, and material resources to meet all students' needs. <input type="checkbox"/> Meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety concerning illegal or unethical behavior, while expecting students and colleagues to display professional ethical and respectful behavior at all times. <input type="checkbox"/> Effectively implements district rules, policies, and laws while enforcing clear expectations, structures, and fair rules and procedures for students and staff. <input type="checkbox"/> Conscientiously and routinely studies changes to laws and policies to maintain the school's compliance. <input type="checkbox"/> Uses/demonstrates the use of technology tools for data analysis. 	<ul style="list-style-type: none"> <input type="checkbox"/> Leads and is an example for others concerning preparation for meetings, participation, and respectful behaviors within meetings, while promoting appropriate behavior in meetings and encouraging sharing of ideas and engaging others in meaningful dialogue. Provides meaningful and timely input into the development of district and board policy. <input type="checkbox"/> Leads, participates in, or advocates for district or statewide efforts to improve the effective and efficient use of resources, supporting fiscal accountability. <input type="checkbox"/> Leads, participates in, or advocates for districtwide professional development concerning illegal or unethical conduct. <input type="checkbox"/> Leads, participates in, or advocates for conversations about district rules, policies, and laws while enforcing clear expectations, structures, and fair rules and procedures for students and staff. <input type="checkbox"/> Leads colleagues in using a systematic method to routinely study changes to laws and policies to maintain the school's compliance. <input type="checkbox"/> Leads, participates in, or advocates for the use of technology tools for data analysis.

Domain 3 – Instructional Leadership: *An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.*

3a. Innovation: *Principal seeks and implements innovative and effective solutions that comply with general and special education law.*

Unsatisfactory	Basic	Proficient	Distinguished
<p>The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not support or encourage staff members to refine curriculum, innovate, or improve instruction. <input type="checkbox"/> Does not provide opportunities for instructional staff to collaboratively analyze data to support individual students or groups of students. <input type="checkbox"/> Is familiar with local, state, and federal laws and policies. <input type="checkbox"/> Has not promoted the use of technology that supports student mastery of the required curriculum. 	<p>The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inconsistently provides opportunities for staff members to refine curriculum, innovate, or improve instruction OR mandates activities that are not meaningfully connected to staff engagement and/or school needs. <input type="checkbox"/> Has begun to engage instructional staff in the collaborative analysis of data to support individual students or groups of students. <input type="checkbox"/> Adheres to all local, state, and federal laws and policies and regulations while ensuring activities legally align to the connecting laws, policies, and regulations. <input type="checkbox"/> Encourages instructional staff members to have access to some technology, hardware, software, professional learning, and support. 	<p>The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages opportunities for instructional staff to routinely engage in techniques to review performance data and student work to refine curriculum implementation and innovation. <input type="checkbox"/> Systematically engages instructional staff in ongoing collaborative analysis to plan for continuous improvement for each student, student group, and subgroup of students and the school as a whole. <input type="checkbox"/> Conscientiously and routinely studies changes to laws and policies while collaborating with experts concerning general and special population educational needs of students. <input type="checkbox"/> Requires, monitors, and models the use of technology that supports student mastery of the required curriculum. 	<p>The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coaches or mentors others in the use of techniques such as action research to refine curriculum implementation and innovation. <input type="checkbox"/> Encourages members of his/her instructional staff to lead district in techniques such as action research projects to refine curriculum and drive innovation. <input type="checkbox"/> Leads, participates in, or advocates for a districtwide, systematic collaboration of instructional staff and coaches ongoing collaborative analysis to plan for continuous improvement for each student, student group, and subgroup of students and the school as a whole. <input type="checkbox"/> Routinely studies changes to laws and policies and leverages relationships with external agencies, organization, and partners to support collaboration with experts concerning general and special population educational needs <input type="checkbox"/> Coaches or leads district leadership in promoting, monitoring and modeling the use of technology to support mastery of the required curriculum.

3b. Instructional Vision: *Principal ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.*

Unsatisfactory	Basic	Proficient	Distinguished
<p>The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is not familiar with and has not mapped Idaho's standards or planned for their implementation. <input type="checkbox"/> Lacks an instructional vision that includes the process of curriculum alignment, both vertically and horizontally. <input type="checkbox"/> Does not have a research-based strategic action plan regarding instruction. 	<p>The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides time, space, and opportunities for staff to align curriculum to Idaho standards per district instructional priorities. <input type="checkbox"/> Encourages staff to collaborate in the process of curriculum alignment, both vertically and horizontally. <input type="checkbox"/> Has shared a research-based strategic action plan regarding how instruction is shared and has clarified roles to enhance organizational alignment. 	<p>The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads and collaborates with instructional staff to align the school curriculum and instruction with Idaho standards. <input type="checkbox"/> Implements an instructional vision to fully align the curriculum horizontally and vertically with Idaho standards. <input type="checkbox"/> Collaborates with instructional staff to create a research-based strategic action plan that ensures instruction is guided and shared and clarifies roles to enhance organizational alignment. 	<p>The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads, participates in, or advocates for identification of best practices to align curriculum and instruction to Idaho standards. <input type="checkbox"/> Leads, participates in, or advocates for curriculum alignment through a systematic, continuous process to fully align the curriculum horizontally and vertically with Idaho standards. <input type="checkbox"/> Leads, participates in, or advocates for a research-based strategic action plan through collaboration with instructional staff that ensures instruction is guided and shared that includes a management system that clarifies roles to enhance organizational alignment.

3c. High Expectations: *Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.*

<p>Unsatisfactory The principal</p>	<p>Basic The principal</p>	<p>Proficient The principal also</p>	<p>Distinguished The principal also</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Communicates the need for using student data for student outcome decision making and monitoring with little to no evidence supporting efforts to actually do so. <input type="checkbox"/> Rarely uses techniques to monitor or document that instructional staff use high-impact instructional practices. <input type="checkbox"/> Does not engage instructional staff in collaborative efforts to set high standards for learners. <input type="checkbox"/> Provides few to no opportunities for staff members to participate in a collaborative process to set and use benchmarks and rubrics to generate student efficacy and responsibility. <input type="checkbox"/> Conveys an understanding of the integration of research based practices to address the whole child, but provides little evidence to support their use in practice. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses student data to monitor student success by identifying students or student groups that may be struggling. <input type="checkbox"/> Monitors and documents instructional staff's use of high-impact instructional practices. <input type="checkbox"/> Inconsistently engages instructional staff in efforts to set high standards for learners. <input type="checkbox"/> Uses benchmarks and rubrics for assessing student work; it is inconsistent across instructional staff. <input type="checkbox"/> Uses a wide range of research-based practices to address the needs of the whole child. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses student growth data to routinely collaborate with instructional staff by identifying critical gaps, and initiates modification of instruction. <input type="checkbox"/> Collaborates with instructional staff and incorporates observation to ensure that instructional staff uses high-impact instructional practices. <input type="checkbox"/> Collaborates with instructional staff to set high expectations and identify potential barriers to success for all learners. <input type="checkbox"/> Consistently uses a systematic process to set and use benchmarks and rubrics <input type="checkbox"/> Collaborates with instructional staff including a wide range of specialists to use research-based practices to address the needs of the whole child. 	<ul style="list-style-type: none"> <input type="checkbox"/> Leads, participates in, or advocates for district-wide efforts to collaboratively measure and monitor student growth data and initiate modifications as necessary. <input type="checkbox"/> Leads, participates in, or advocates for district staff in supporting the use of high-impact instructional practices across the district, monitoring effect over time. <input type="checkbox"/> Leads school and mentors district colleagues to collaborate with instructional staff to set high expectations and identify potential barriers to success for all learners. <input type="checkbox"/> Leads, participates in, or advocates for districtwide effort to use an organized collaborative process to set and use benchmarks and rubrics. <input type="checkbox"/> Leads, participates in, or advocates for a comprehensive integration of research based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

<p>3d. Continuous Improvement of Instruction: <i>Principal has proof of proficiency in assessing teacher performance based upon the Danielson Framework for Teaching. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.</i></p>			
<p>Unsatisfactory The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cannot provide evidence of proficiency in observation. <input type="checkbox"/> Does not encourage professional learning plans with staff and teachers during the evaluation process. 	<p>Basic The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides evidence of evaluator proficiency in assessing teacher performance with accuracy and consistency based upon Danielson Framework for Teaching. <input type="checkbox"/> Implements professional learning plans with staff and teachers during the evaluation process, using self-reflection, student growth goals and formative and summative conversations at the beginning and ending of each year. 	<p>Proficient The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently provides evidence of evaluator proficiency by annually renewing and recalibrating proficiency at assessing teacher performance, based upon Danielson Framework for Teaching. <input type="checkbox"/> Consistently and effectively implements professional learning plans for staff and teachers in the evaluative process, ensuring that staff incorporate reflective goal setting practices prior to the school year. <input type="checkbox"/> Collects formative assessment and student growth data during the course of the school year, which informs summative evaluation and staff's instructional goals, using a cyclical process to improve instructional practices. 	<p>Distinguished The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports the development in measuring and analysis of district's instructional leaders' proficiency levels based upon Danielson Framework, determined annually and supports professional development (PD) based upon levels of proficiency. Adequately monitors plan implementation. <input type="checkbox"/> Supports district leadership staff in using professional learning plans, supporting teachers and staff in incorporating reflective goal setting prior to the year and at year's end.

<p>3e. Evaluation: <i>Principal uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness.</i></p>			
<p>Unsatisfactory The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not adhere to legal state and district requirements for teacher and staff evaluation. 	<p>Basic The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to legal state and district requirements for teacher and staff evaluation. 	<p>Proficient The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using some data to inform professional development decisions. 	<p>Distinguished The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizes multiple measures to evaluate staff members and teachers, informing them of the effectiveness of their instruction; uses evaluation results to inform professional development decisions.

3f. Recruitment and Retention: <i>Principal recruits and maintains a high quality staff.</i>			
<p>Unsatisfactory The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has little success in recruiting, selecting, or hiring highly qualified and effective personnel. <input type="checkbox"/> Creates a work environment for teachers where staff feels isolated and unvalued. <input type="checkbox"/> Has little to no support or ongoing mentoring or coaching in place. 	<p>Basic The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has had some success in recruiting, selecting, and hiring highly qualified personnel, based on selection process on district policy. <input type="checkbox"/> Work environment leads some staff to view themselves as members of a team where efforts are valued by some. <input type="checkbox"/> The school has established a mentoring system where teachers meet occasionally, supporting where they can. 	<p>Proficient The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively recruits, carefully selecting and hiring highly qualified and highly effective personnel based on school needs and selection process on district policy. <input type="checkbox"/> Emphasis of school environment leads staff to view themselves as members of a team, where staff achievements are consistently celebrated on a regular basis and where members feel valued. <input type="checkbox"/> Has established a structured, comprehensive and sustained mentoring or coaching program designed to provide varied and scaffolded supports where new teachers are supported in an individualized mentoring or coaching program. 	<p>Distinguished The principal also</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads, participates in, or advocates for district efforts to recruit and retain a highly qualified and highly effective personnel, encouraging diversity in school staff. <input type="checkbox"/> Leads, participates in, or advocates for the creation of a work environment for district staff and teachers where they view themselves as members of a school and district team that are harmonious, where staff achievements are routinely celebrated and district and school staff feel valued. <input type="checkbox"/> Leads, participates in, or advocates for a districtwide structured, comprehensive and sustained mentoring or coaching program where new teachers are supported in a variety of scaffolded supports, designed to be individualized for the mentoring or coaching participants.