

Principal/Assistant Principal/School Administrator Evaluation System Rubric

The purpose of this Rubric is to assist in interpreting what levels of performance might look like. Like any rubric, it is a tool to help clarify communications and to articulate verbal “pictures” of how performance might be differentiated, particularly where perceptions of performance indicators might be different between people.

I. Instructional Leadership – Demonstrates the ability to influence the instructional program in positive ways.

A. Visionary Leadership

1. Presents evidence that the vision is a shared vision

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.	Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.	Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.
<ul style="list-style-type: none"> • The school improvement plan describes what the school should look like in the next five years • The core beliefs in the vision are modeled consistently • The school community participates in school improvement efforts 	<ul style="list-style-type: none"> • The school improvement plan contains the vision statement without apparent application or elaboration • Core beliefs are posted and articulated but are modeled inconsistently • The school community is informed of improvement efforts 	<ul style="list-style-type: none"> • There is little to no relationship between the vision statement and school improvement efforts • Core beliefs seem to play no role in actions or decisions • The greater school community has little to no knowledge of school improvement efforts

2. Uses the vision to guide and define decisions

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.	Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.	Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.
<ul style="list-style-type: none"> • School rules and regulations are obvious extensions of the vision statement • Uses relevant data and core values to shape decisions about school priorities • The vision statement, mission statements, and implementation plans are monitored, evaluated, and revised 	<ul style="list-style-type: none"> • School rules and regulations usually reflect a commitment to implementing the vision but not consistently • Decisions usually are based on data and/or the core values of the school • The vision statement, mission statement, and implementation plans are written and available 	<ul style="list-style-type: none"> • There is little to no apparent relationship between the school’s vision and the operations of the school • There is no consistent relationship between available data and decision-making • The vision and mission statements are tangential to the school’s operations

3. Maintains a steady flow of two-way communications to keep the vision alive

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Almost always uses the vision statement as part of the context for communications with critical school constituencies • Contributions people make to help further the school's vision are recognized and celebrated • Continually invites internal and external scrutiny of the school's vision in order to improve it 	<ul style="list-style-type: none"> • Uses the vision statement in public communications, but is only sometimes unrelated to the message being communicated • Contributions are recognized and occasionally celebrated but the relationship to the vision is not always apparent • Occasionally holds formal meetings to review the vision 	<ul style="list-style-type: none"> • Public communications seldom are related to the school's vision or mission • Tends to accept contributions people make as an ordinary part of the school's operations • Seldom offers any opportunity for internal or external constituencies to review the school's vision or mission

B. Curriculum Design And Development

1. Leads the faculty in a thorough understanding of the relationship between the learning needs of students and the NC Standard Course of Study

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Attempts to frame all curriculum decisions on the needs of learners • Leads in developing curriculum/pacing guides to match the NCSCOS to the school and classrooms • Used research-based approaches to differentiate curriculum to meet learner needs 	<ul style="list-style-type: none"> • Curriculum decisions sometimes are as responsive to external pressures or internal preferences as to the needs of learners • Developing curriculum/pacing guides is individually driven • Curriculum differentiation is occasionally based on popular thinking rather than research 	<ul style="list-style-type: none"> • Curriculum decisions tend to be based on existing preferences and modalities • There are no curriculum/pacing guides that relate the NCSCOS to the specific needs of the school • There is little to no curriculum differentiation evident in the school

2. Ensures that there is an appropriate and logical alignment between the school’s curriculum and the state’s accountability program

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> Leads in the process of aligning classroom curriculum with instructional materials and the NCSCOS Ensures that the professional staff has the tools and training to monitor student progress continuously so they can redirect instruction in more appropriate and effective ways 	<ul style="list-style-type: none"> Directs that the staff develop their own alignments between the NCSCOS, what they teach, and their instructional materials, and occasionally reviews their work Requests that professional staff acquires the tools and training for monitoring student performance but occasionally monitors the use of the tools or training 	<ul style="list-style-type: none"> Takes no direct responsibility to ensure an alignment between the NCSCOS, classroom materials, or the taught curriculum Takes little to no direct leadership in providing tools and/or training for professional staff to use in monitoring student progress

3. Ensures that appropriate differentiation in curriculum and instruction are available to students with exceptional needs

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> Constantly communicates a spirit of high expectations to students that they can and will succeed academically Constantly disaggregates student performance data to determine how various groups of students are performing In monitoring the effectiveness of the school’s curriculum to meet differentiated learner needs, continually uses multiple sources of data for these purposes 	<ul style="list-style-type: none"> Voices a spirit of high expectations in public communications but may occasionally fail to reinforce them constantly with students Uses performance data as reported but may not analyze the data thoroughly to see trends, problems, or opportunities Restrict monitoring activities to state accountability data and does little to look for differentiated patterns 	<ul style="list-style-type: none"> Does little to nothing to communicate a spirit of expectation that all students can find academic success in the school Performance data are distributed to professional staff without explanation or analysis Delegates curriculum monitoring to others and does little to stay informed of how differentiated performance indicators change because of it

C. Instructional Effectiveness

1. Provides targeted and challenging professional development activities designed to improve teachers' strengths in reaching all students

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Constantly finds ways to use teacher workdays and other professional work time as opportunities for continuous improvement • Leads the school improvement team in ensuring that the alignment between professional development activities and the school's comprehensive plans are clear and complementary • Is a visible and vocal champion for lifelong learning and models that quality in his/her personal and professional life 	<ul style="list-style-type: none"> • Teacher workdays and other professional work time is frequently given to individual teachers as their discretionary time • Looks to the school improvement team to take the responsibility for aligning professional development activities with the school's plans • Gives voice to the value of being a lifelong learner, and will occasionally model that value by sharing learning and growth experiences in his/her professional and/or personal life 	<ul style="list-style-type: none"> • Makes no school-based plan for teacher workdays or other professional work time Treats the school's comprehensive plans as inert documents that have little to no relevance to the professional development activities sponsored for the school • There is no overt sense of the value for being a lifelong learner. If the value exists, it is not clearly modeled or communicated to others

2. Monitors classroom performance on a regular basis, offering pathways to improved student performance through improved teaching

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Schedules classroom observations and visitations as a regular priority • Approaches the classroom monitoring process as a positive experience and an opportunity to help each faculty member become even more successful • Aggressively works with marginal teachers to help them gain the skills to succeed in influencing the academic lives of the children they work with 	<ul style="list-style-type: none"> • Classroom observation and visitation time tends to be irregular and sometimes appears to have lower priority to other duties • Sometimes approaches classroom monitoring as a duty to be performed. There are occasional attempts to helping some teachers become more successful • Develops action plans for marginal teachers, and holds them accountable for the plan's success 	<ul style="list-style-type: none"> • Classroom visitations and observations are only done for evaluative purposes • Classroom monitoring outside of specific evaluation requirements is seldom done with no substantive and helpful feedback to teachers • Allows marginal teachers to maintain their levels of performance, with little attempt to help them improve

3. Manages time to be an instructional leader as a priority

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Actively coaches teachers in ways to improve their classroom management procedures • Faculty meeting agendas structure time to address instructional issues and concerns • Takes time to ensure visibility to students, teachers, and parents in the school 	<ul style="list-style-type: none"> • Offers help in classroom management procedures when asked • Faculty meetings usually are used to address administrative issues, with frequent attention to instructional concerns • Visibility in the school is a frequent occurrence 	<ul style="list-style-type: none"> • Refers questions of classroom management to others inside or outside the school • Faculty meetings almost always deal with administrative issues and concerns • Visibility in the school is primarily seen as a disciplinary measure

4. Arranges for teachers to teach in settings and circumstances that draw on their strengths and highest abilities

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<ul style="list-style-type: none"> • Will not assign a teacher to teach outside his/her area of expertise • Will not assign a teacher to an assignment inappropriate to their experience and/or expertise • Provides continuing opportunities for teachers to demonstrate their expertise in appropriate settings outside the school 	<ul style="list-style-type: none"> • Tries not to assign teachers outside their areas of expertise but occasionally will • Often places teachers in their assignments based on tradition, seniority or intuition rather than professional standards • Occasionally provides teachers opportunities to share their expertise outside the school 	<ul style="list-style-type: none"> • Assigns teachers to teach regardless of knowledge or expertise • Routinely allows staffing decisions to be made by the teachers with little input or oversight • Provides no opportunity for teachers to showcase their expertise outside the school

D. Assessment And Evaluation

1. Uses data in public documents and pronouncements to explain the instructional program and its accomplishments

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Develops explanations and presentations regarding student performance data for parents and other community members that are easily understood by them • Is pro-active in telling the stories of student accomplishment, seeking opportunities to display his/her sense of public accountability to a variety of audiences • Works diligently with teachers and other members of the professional community in using student performance data to maximum benefit 	<ul style="list-style-type: none"> • Develops presentations to explain student performance data to the public but often lapses in technical jargon making understanding problematic • Responds to requests for explanations of student performance data and sometimes seeks opportunities to share accountability information • Provides copies of student performance data to teachers as he/she receives them Formats and uses are not prominent factors in their presentation 	<ul style="list-style-type: none"> • Makes no serious attempt to present or interpret student performance data to the public so they might gain a better understanding of the data. • Allows the news media to present data on student performance for the school, without explanation or commentary Public accountability is avoided rather than embraced • Teachers are told that student performance data are available for their use, should they choose to examine them.

2. Collects and uses information to create a sense of need to improve the instructional program

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Consistently bases his/her case for adjustments in the instructional program on the student performance data the school generates • Disaggregates student performance data promptly to ensure that all populations in the school are being served equitably • Uses the data to generate support for instructional changes from parents and other members of the community 	<ul style="list-style-type: none"> • Frequently uses student performance data as the basis for initiating changes in the instructional program • Tends to use student performance data more for reporting than for making needed changes • Appeals for support to parents and other community members are sometimes based as much on emotion appeals as analysis and explanation of data 	<ul style="list-style-type: none"> • Changes in the instructional program tend to be responsive to teacher preferences and not on student performance data • Pays little attention to the implications of the disaggregated data on the needs of students or the instructional program • Announces program changes to parents and the community, often with only perfunctory input and/or participation

3. Uses appropriate technological tools to manage and manipulate instructional information

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Has implemented an information management system that permits teachers to monitor individual student performance • Routinely uses the technological tools available to him/her to organize and report information to a variety of audiences • Has created an effective feedback system so parents are kept informed of student progress 	<ul style="list-style-type: none"> • Is exploring the use of an information management system, but has yet to have the system ready for implementation • Relies on others to use the appropriate technological tools to organize and report information • Feedback to parents on student progress tends to be focused mostly on problems rather than the full range of student conduct and performance indicators 	<ul style="list-style-type: none"> • There is no information management system in place or in consideration for the school to use with the community • Eschews the use of technological tools to organize and report information to others • Feedback to parents on student progress is sporadic and generally ineffective

E. Results Oriented

1. Monitors student achievement throughout the year, using both classroom and testing data to assess progress

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Consistently encourages and leads in the use of artifacts of the state's testing program to assist in relating the school's instructional program to state accountability goals • Routinely examines classroom performance data to ensure a clear alignment between school, district, and state goals • Routinely uses samples of student work in professional gatherings in the school as a means to focus on student learning 	<ul style="list-style-type: none"> • Makes artifacts of the state's testing program available to teachers, and does occasional follow-up to determine their use • Sometimes uses classroom performance data to determine if grades are out of line with other indicators of student performance • Will sometimes use examples of student work as the basis for discussions that focus on student learning 	<ul style="list-style-type: none"> • Does not try to use state artifacts in the school's instructional program • Classroom performance data is collected, but there are few overt uses of the data to inform the school on student progress • Professional gatherings do not use student work as a means to focus on student performance. • Student work seems irrelevant to helping the school meet state accountability goals

2. Produces student achievement results that are commensurate with the basic principles of the state’s accountability system

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Leads the school in achieving exemplary status, as determined by state accountability measures. • Leads the school in ensuring that ever-increasing numbers of students are meeting and exceeding passage through student accountability gateways • Recognizes and rewards achievements that reflect outstanding student and teacher performance under unusual or difficult circumstances. 	<ul style="list-style-type: none"> • Leads the school in meeting the expected growth targets as determined by state accountability measures. • Ensures that a respected percentage of students are able to meet passage through the student accountability gateways • Usually treats different accomplishments as equivalent, choosing not to articulate any unusual or difficult circumstances 	<ul style="list-style-type: none"> • Leads the school to a no recognition or low performing status as determined by state accountability measures. • Provides little leadership in ensuring that majorities of students are meeting student accountability gateways • Provides no overt reward or recognition for student or teacher accomplishment, regardless of condition or circumstances

3. Communicates the results of his/her leadership to appropriate audiences and constituencies

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency</p>
<ul style="list-style-type: none"> • Develops effective public presentations to communicate the entire school’s accomplishments, extending beyond the results of the state’s testing program • Develops and maintains effective and balanced media relations for the school and its accomplishments. • Actively seeks state and national recognition to celebrate the accomplishments of the students and faculty in the school. 	<ul style="list-style-type: none"> • Responds to requests for public presentations, and tends to limit the scope of those presentations to state testing results. • Responds to requests for media coverage of the school’s accomplishments • Permits and encourages others within the school to seek rewards and recognition for student and/or faculty accomplishment. Supports celebrating accomplishment and recognition 	<ul style="list-style-type: none"> • Passes up opportunities for public presentation to others, thus allowing others from outside the school to speak for the school and its accomplishments • Avoids the media, and makes little to no effort to create a relationship with it. • Displays little interest or inclination in seeking rewards and recognition for student and/or teacher accomplishment in the school

II. Organizational Leadership – The ability to deal with administering an effective, efficient, and caring organization

A. Climate

1. Provides and promotes a climate that is safe and orderly

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Frequently exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Sometimes meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Regularly monitors and modifies organizational systems as needed • Safe schools plan addresses the rules, desired behaviors, teachers’ guidelines for developing the school’s behavior management program • Leads teachers in understanding how to use effective classroom management techniques to minimize classroom disruptions and promote a challenging and motivating learning environment 	<ul style="list-style-type: none"> • Monitors and modifies some organizational systems • Safe schools plan addresses the rules, desired behaviors, teachers’ guidelines for developing the school’s behavior management program • Expects teachers to use effective classroom management techniques to minimize classroom disruptions and promote a challenging and motivating learning environment 	<ul style="list-style-type: none"> • Does not monitor and modify organizational systems • Safe schools plan does not address the rules, desired behaviors, teachers’ guidelines for developing the school’s behavior management program • Teachers seldom use effective classroom management techniques to minimize classroom disruptions and promote a challenging and motivating learning environment

2. Creates an organizational climate that rewards accomplishment

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Uses appropriate data in giving evaluative feedback to faculty • Acknowledges both individual and collective acts of achievement to parents and students • Celebrates accomplishments by appropriately placing primary emphasis on strengthening the school’s instructional program 	<ul style="list-style-type: none"> • Sometimes provides data to support evaluative feedback to faculty • Acknowledges individual acts of achievement to parents and students, but may not be as consistent in recognizing collective acts of accomplishment • Frequently celebrates accomplishments by appropriately placing primary emphasis on strengthening the school’s instructional program 	<ul style="list-style-type: none"> • Seldom or never uses data in giving evaluative feedback to faculty • Rarely or never acknowledges acts of achievement to parents and students • Rarely or never celebrates accomplishments by emphasizing the school’s instructional program

3. Ensures that curricular, co-curricular and extra curricular programs are designed, implemented, evaluated and refined

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Establishes informal and formal networks among the faculty to involve students and parents in the planning and leadership of school activities • Provides opportunities and encourages participation by each faculty member and student to gain individual and/or group recognition through their participation in curricular, co-curricular and extra curricular activities • Supervises a program of extra-curricular activities that promote both student and community involvement 	<ul style="list-style-type: none"> • Establishes some opportunities among faculty to involve students and parents in planning and leading school activities • Encourages participation by some faculty and students to gain individual and/or group recognition through their participation in curricular, co-curricular and extra curricular activities • The school's program of extra curricular activities provides for some student and community involvement 	<ul style="list-style-type: none"> • Does not provide opportunities for faculty to involve students and parents in the planning and leadership of school activities • Is neutral to or discourages participation by each faculty member and student to gain individual and/or group recognition through their participation in curricular, co-curricular and extra curricular activities • The school's program of extra curricular activities discourages student and community involvement

B. Empowerment

1. Ensures that all faculty members are involved in the critical decisions

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Shares most responsibilities to maximize ownership and accountability for the whole school's functions and operations • Includes faculty in the school's recruiting, interviewing and hiring of new staff members • Expects teachers to accept responsibility for student learning within their own classroom and holds them accountable for student learning 	<ul style="list-style-type: none"> • Shares responsibility in many areas of either instruction or management, but not both • Includes selected faculty in the school's hiring of new staff members • Tells teachers to take responsibility for student achievement 	<ul style="list-style-type: none"> • Does not share responsibility • Does not include faculty in hiring • Does not relate teacher responsibility and student achievement

2. Involves all community stakeholders in school planning and development

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<ul style="list-style-type: none"> • Consistently involves stakeholders in all significant decisions affecting the school • Actively seeks to involve all community constituencies in school improvement efforts • Communicates routinely with faculty, students, parents, civic and business leaders, and others as appropriate community members to solicit input and involvement 	<ul style="list-style-type: none"> • Involves key stakeholders in some decisions affecting the school • Includes the school community in school improvement efforts • Sometimes communicates with faculty, students, parents, civic and business leaders, and others as appropriate community members to solicit input and involvement 	<ul style="list-style-type: none"> • Never involves stakeholders in decisions affecting schools • Does not include the school community in school improvement efforts • Does not communicate with faculty, students, parents, civic and business leaders

3. Establishes partnerships with school and community groups to strengthen support for the accomplishment of school goals

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<ul style="list-style-type: none"> • Uses the vision to garner resources from the entire community to support the shared vision • Articulates the school's vision with student and parents groups, local civic and business leaders, and other appropriate community members, soliciting input and involving them in refining and implementing the vision 	<ul style="list-style-type: none"> • Uses the vision to garner resources from segments of the community to support the shared vision • Communicates the school's vision to school and community groups, business leaders, and others to invite them to help implement the vision 	<ul style="list-style-type: none"> • Does not use the community to support the school's vision • Does not relate the school's vision to others nor involves them in refining the vision

C. Communications

1. Keeps appropriate audiences and constituencies informed about the school and its functions

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Establishes networks among the faculty to involve students and parents in the planning and leadership of school activities • Uses newsletters, special news articles in local newspapers, and electronic and other media to inform parents of school events and to encourage their participation in school leadership activities • Demonstrates effective use of language in dealing with staff, board of education and members of the public 	<ul style="list-style-type: none"> • Sometimes uses networks with faculty to involve students and parents in the planning and leadership of school activities • Primarily uses print forms of communication to inform parents of school events and to encourage their attendance at school activities • Is moderately effective in using language to deal with staff, board of education and members of the public 	<ul style="list-style-type: none"> • Does not use the faculty to involve students and parents in the planning and leadership of school activities • Rarely communicates with parents to inform them of school events and to encourage their participation in school leadership activities • Use of language in dealing with staff, board of education and members of the public is inadequate

2. Shares the school’s achievement data and enlists assistance to influence higher student achievement.

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Seeks student and parent feedback on the school’s curriculum • Leads in the development of interim assessments that provide feedback for teachers, parents, and students regarding curriculum mastery • Communicates school accomplishments through regular newsletters, community presentations and individual congratulatory notes to school family members 	<ul style="list-style-type: none"> • Sometimes seeks student and parent feedback on the school’s curriculum • Has led in the development of some interim assessments to provide feedback regarding curriculum mastery • Usually communicates school accomplishments through newsletters, community presentations and individual congratulatory notes to school family members 	<ul style="list-style-type: none"> • Does not seek feedback on the school’s curriculum • Provides for no interim assessments regarding curriculum mastery • Does not communicate school accomplishments

3. Stays well-informed about professional issues and shares this information with appropriate groups

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Maintains high levels of professional development by reading, coursework, conference attendance, professional committee, work, and visiting model educational sites • Translates the results of personal knowledge of professional issues into school improvements • Earns high levels respect and standing among colleagues 	<ul style="list-style-type: none"> • Maintains an adequate to satisfactory level of professional development by reading, coursework, conference attendance, professional committee, work, and visiting other schools • Sometimes uses the results of personal knowledge to make school improvements • Is respected among colleagues 	<ul style="list-style-type: none"> • Does not engage in professional development • Translates the results of personal knowledge of professional issues into school improvements • Is not respected by colleagues

D. Continuous Improvement

1. Develops with faculty leadership a set of performance indicators which enable to school to monitor and benchmark its performance and progress among similar clusters of organizations

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Uses data driven theories of management to benchmark school's performance against exemplary practices • Provides training for teachers in using data to develop more effective instructional strategies and monitors the progress of these strategies • Collects and uses the data to diagnose and predict potential areas of concern and leads the faculty toward possible remedies 	<ul style="list-style-type: none"> • Benchmarks school's performance against outside practices • Provides training for teachers in using data to develop more effective instructional strategies • Uses data already provided to diagnose some potential areas of concern, and to suggests possible remedies to the faculty 	<ul style="list-style-type: none"> • Does not use data driven theories of management to benchmark school's performance • Does not encourage teachers to use data to develop more effective instructional strategies • Does not collect or use existing data to diagnose potential areas of concern or provide for possible solutions.

2. Possesses and maintains the energy necessary to meet the responsibilities and expectations of the position

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.	Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.	Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.
<ul style="list-style-type: none"> • Devotes time and energy to the position well in excess of normal expectations • Possesses and maintains the health and energy necessary to meet the responsibilities of the position • Maintains high visibility, active involvement, and communication with the larger community 	<ul style="list-style-type: none"> • Devotes time and energy to the position beyond an expected work week • Possesses and maintains sufficiently good health to do the job at an expected level of performance • Is visible and communicates with the larger community 	<ul style="list-style-type: none"> • Usually leaves early and is often off-campus • Is negligent in maintaining good health and is often absent from work as a result • Is neither active nor visible in the larger community

III. Moral/Ethical Leadership

A. Commitment to Others

1. Creates and sustains a nurturing and caring environment

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.	Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.	Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.
<ul style="list-style-type: none"> • Students and staff feel valued and important • School faculty and staff have the safety and well being of students as their primary concern • Employs teachers who enjoy working with young people and are committed to making each student as successful as possible 	<ul style="list-style-type: none"> • Students and staff usually feel valued and important • School faculty and staff often have the safety and well being of students as their primary concern • Most of the teachers hired enjoy working with young people and are committed to making each student as successful as possible 	<ul style="list-style-type: none"> • Students and staff do not feel valued and important • School faculty and staff do not have the safety and well being of students as their primary concern • Teachers do not enjoy working with young people and are not committed to making each student as successful as possible

2. Maintains a learning environment designed to help others be as successful as they choose to be

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Expects teachers and other administrators to “go the extra mile” to ensure that students are successful • Removes barriers to student learning and faculty performance • Expects teachers to use effective classroom management techniques to minimize classroom disruptions and promote learning 	<ul style="list-style-type: none"> • Often expects teachers and other administrators to “go the extra mile” to ensure that students are successful • Usually removes barriers to student learning and faculty performance • Usually expects teachers to use effective classroom management techniques to minimize classroom disruptions and promote learning 	<ul style="list-style-type: none"> • Does not expect teachers to ensure that students are successful • Does not remove barriers to student learning and faculty performance • Does not expect effective classroom management

B. Professional Ethics

- **1. Demonstrates an adherence to values, beliefs, and attitudes that inspire others to higher levels of performance**

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Demonstrates a highly consistent adherence to a personal and professional code of ethics • Demonstrates high sense of loyalty to the organization and colleagues in both words and deeds • Actively serves as a role model for students, faculty, and the community the school serves 	<ul style="list-style-type: none"> • Professional decisions and conduct are reflective of a belief and adherence to a code of ethics • Is generally loyal to the organization and colleagues as reflected by professional conduct • Is often seen as a role model for students, faculty, and the community the school serves 	<ul style="list-style-type: none"> • Does not follow a personal and professional code of ethics • Is frequently at odds with the organization and colleagues • Would not be considered a role model for most students, faculty, or the community the school serves

2. Incorporates the qualities of fairness and honesty in administering all aspects of the school's management program

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Uses professional development opportunities to bridge the differences between cultures • Ensures equitable distribution of resources among the various programs throughout the school • Incorporates ethical behavior throughout the school's instructional and behavioral management program 	<ul style="list-style-type: none"> • Often uses professional development opportunities to bridge the differences between cultures • Actively encourages equitable distribution of resources among the various programs throughout the school • Usually incorporates ethical behavior throughout the school's instructional and behavioral management program 	<ul style="list-style-type: none"> • Does not attempt to bridge the differences between cultures • There is little or no equitable distribution of resources among the various programs throughout the school • Does not engage in ethical behavior throughout the school's instructional and behavioral management program

3. Protects the privacy rights and confidentiality of matters in dealing with students and staff

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Accepts responsibility for school outcomes • Addresses inappropriate comment and opinion by staff within the school community and to the greater community • Ensures that those within the school responsible for fiscal and resource management are adequately trained to manage their areas of responsibility 	<ul style="list-style-type: none"> • Often accepts responsibility for school outcomes • Usually addresses inappropriate comment and opinion by staff within the school community and to the greater community • Usually ensures that those within the school responsible for fiscal and resource management are adequately trained to manage their areas of responsibility 	<ul style="list-style-type: none"> • Does not accept responsibility for school outcomes • Does not addresses inappropriate comment and opinion • Does not ensures that those within the school responsible for fiscal and resource management are adequately trained to manage their areas of responsibility

C. Respect for Diversity

1. Communicates a commitment to the dignity and contributions of all cultures

<p>EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Demonstrates appreciation for and sensitivity to the diversity in the school community • Facilitates an understanding of the role of diversity and equity in a global, democratic society • Gives credence to individuals and groups whose values and opinions may conflict 	<ul style="list-style-type: none"> • Usually demonstrates appreciation for and sensitivity to the diversity in the school community • Often facilitates an understanding of the role of diversity and equity in a global, democratic society • Generally gives credence to individuals and groups whose values and opinions may conflict 	<ul style="list-style-type: none"> • Does nothing to show appreciation for and sensitivity to the diversity in the school community • Makes no attempt to facilitate an understanding of the role of diversity and equity in a global, democratic society • Makes no attempt to give credence to individuals and groups whose values and opinions may conflict

2. Ensures that all students have equal access to all parts of the school’s curricular, co-curricular, and extra-curricular programs

<p>EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Relevant demographic data pertaining to students and their families are almost always used in developing the mission and goals • Diversity is almost always considered in developing learning experiences • Provides high-level orientation programs for new students and faculty members to ensure that their transition into the school program is as comfortable as possible 	<ul style="list-style-type: none"> • Relevant demographic data pertaining to students and their families are usually used in developing the mission and goals • Diversity is often considered in developing learning experiences • Provides an adequate orientation programs for new students and faculty members to ensure that their transition into the school program is as comfortable as possible 	<ul style="list-style-type: none"> • Relevant demographic data pertaining to students and their families are not used in developing the mission and goals • Diversity is not considered in developing learning experiences • Provides no orientation programs for new students and faculty members to ensure that their transition into the school program is as comfortable as possible

3. Uses a wide range of opportunities to celebrate the diverse cultures represented in the school and its community

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Hiring and recruiting processes are strongly influenced by the representative levels of student and faculty diversity of the community the school serves • Values of the diverse school community are instrumental in setting rules and policy • There is regular, ongoing dialogue with representatives of diverse community groups 	<ul style="list-style-type: none"> • While there is a staff representative of existing student, faculty and community diversity, other priorities occasionally drive the hiring process • Values of the diverse school community affect rules and policy but faculty and administrative needs are sometimes treated as higher priorities • There is dialogue with representatives of diverse community groups, but the opportunities may be irregular or situational 	<ul style="list-style-type: none"> • Hiring and recruiting processes operate without regard for the representative levels of student and faculty diversity of the community the school serves • Values of the diverse school community have little or no impact on rules and policy • There is little or no dialogue with representatives of diverse community groups

4. Ensures that established policies and procedures are in place and enforced equitably for all participants in the school

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Rules for conduct are fully consistent with the school's safe school plan and are enforced equitably • Records of disciplinary activity are disaggregated and reviewed to ensure their effectiveness and consider the need for changes • Lines of communication regarding student behavior are developed with decision makers outside the school community 	<ul style="list-style-type: none"> • School rules regarding misconduct are generally consistent with the school's safe school plan • Keeps records of the most frequent or serious violators, and these records are sometimes monitored to determine the need for more serious action • Communication with decision makers outside the school community occurs usually when tense situations arise 	<ul style="list-style-type: none"> • School rules are either non-existent or are reactionary and developed "on the fly" with only coincidental connection to the school's safe school plan • Student discipline records are poorly kept • Little or no communication exists with decision makers outside the school community

D. Responsibility

1. Opens the school and its functions to public scrutiny, where appropriate

<p align="center">EXEMPLARY PERFORMANCE</p>	<p align="center">ADEQUATE PERFORMANCE</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p>
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p> <ul style="list-style-type: none"> • Actively recruits public comment on rules, policy, school operations and budget • Uses the results of feedback to adjust procedures to maximize opportunities for successful decision-making • Accepts responsibility for all school operations without defensiveness 	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p> <ul style="list-style-type: none"> • Accepts, but does not initiate public scrutiny of the school’s operations • Frequently uses feedback on the school’s operations to explore possibilities for making procedural adjustments • Accepts responsibility for most school operations without defensiveness 	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency</p> <ul style="list-style-type: none"> • Is intimidated by public scrutiny of the school operations • Operations frequently interfere with successful decision-making • Accepts little to no responsibility for school operations unless forced

2. Fulfills his/her legal/contractual responsibilities and administers those same responsibilities for those under his/her supervision

<p align="center">EXEMPLARY PERFORMANCE</p>	<p align="center">ADEQUATE PERFORMANCE</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p>
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p> <ul style="list-style-type: none"> • Actively uses the influence of the office to enhance the educational program as a priority over other considerations • Is willing to take an unpopular stand if it means improving the learning opportunities for students • Models a highly principled personal and professional code of ethics. Follows it even in the face of controversy 	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p> <ul style="list-style-type: none"> • Usually uses the influences of the office to enhance the educational program, but will occasionally bow to other considerations and circumstances • Will try to help students but is reluctant to taking controversial positions to do so • Functions professionally according to a code of ethics but might deviate if controversy arises 	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency</p> <ul style="list-style-type: none"> • Uses the influence of the office often for personal gain • Will not take a controversial stance except for personal gain • Does not demonstrate any consistent code of ethics and avoids controversy

IV. Managerial Leadership
A. Law and Policy

1. Shapes public policy to provide quality education for students

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Communications with decision makers outside the school community is used to influence public opinion regarding school operations • Is frequently asked to serve on committees or render opinions on educational matters • Makes recommendations on changes in rules and policy that can improve educational quality and student well-being 	<ul style="list-style-type: none"> • Develops lines of communications with decision makers outside the school community • Fulfills legal and contractual obligations, but tends to avoid wider opportunities to influence educational thinking • Works within the framework of policies and laws, but may not always see their impact on students 	<ul style="list-style-type: none"> • Rarely communicates with decision makers outside the school community • Fulfills some but not all legal and contractual obligations • Manipulates or ignores policies and laws to best meet personal needs

2. Ensures that established policies and procedures are in place, widely disseminated and equitably enforced

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency</p>
<ul style="list-style-type: none"> • Develops, annually reviews and revises, and distributes comprehensive student and faculty handbooks with the school's vision and goals, local school board policy and state law and policy • Provides high-level orientation programs for new students and faculty members to ensure that their transition into the school program is as comfortable as possible • Communicates policy and procedural changes to parents through regular newsletters, and community presentations. 	<ul style="list-style-type: none"> • Has a fairly comprehensive student handbook that is reviewed annually revised occasionally • Encourages teachers to provide an orientation on student conduct and behavior in their classrooms • Communicates changes in rules, policy and procedures to parents largely through printed materials 	<ul style="list-style-type: none"> • Does not have a student or faculty handbook • Provides no orientation programs for students or faculty • Parents and students are usually uninformed of policy and changes

3. Provides both professional development and community engagement regarding new laws and existing laws

<p>EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> ▪ Ensures that professional development activities associated with new laws lead to clear understanding of their impact on classroom instruction ▪ Uses effective lines of communication with persons outside the school community to ensure understanding of the impact of new and existing policies 	<ul style="list-style-type: none"> ▪ Provides the opportunity for professional development activities on new laws and policies ▪ Communicates changes in laws and policies to selected persons outside the school community but sometimes does not articulate their impact on students or the school 	<ul style="list-style-type: none"> ▪ Implements policy as directed without training or understanding ▪ Does not communicate with persons outside the school community

B. Resource Management

1. Uses fiscal resources to provide the materials and people needed to be effective

<p>EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> ▪ Ensures that public resources and funds are used appropriately to support the implementation of the school mission and goals ▪ Identifies potential problems and opportunities; resolves resource allocation problems in a timely manner ▪ Aligns financial, human, and material resources to help achieve the school's goals; ensures that student achievement priorities are reflected in the school's budget 	<ul style="list-style-type: none"> ▪ Develops a budget that is generally related to educational needs or the school's mission ▪ Potential problems in resource management are sometimes accepted as barriers to goal achievement by teachers and others ▪ Financial, human, and material resources are sometimes expended on the basis of school tradition and local history, often with little clear relation to assessed curriculum needs 	<ul style="list-style-type: none"> ▪ Allocation of resources is based on personal perceptions rather than research of need or consensus of faculty ▪ Allows problems in allocation of resources to paralyze operations and achievement of goals ▪ Expenditures are unrelated to goals and educational priorities

2. Uses space and time to support the instructional program and ancillary functions of the school

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> ▪ Creates a safe, clean, and aesthetically pleasing school environment ▪ Ensures that the school plant, equipment, and support systems operate safely, efficiently, and effectively ▪ Ensures that the school plant and facilities are arranged and space is assigned with priority given to supporting the instructional program 	<ul style="list-style-type: none"> ▪ The school environment generally appears to be satisfactory ▪ There are occasional problems with equipment and maintenance of equipment and facilities. Some instructional and public access areas are marginally suitable for use by children ▪ Use of space is occasionally monitored for effectiveness and efficiency of use to support the instructional program 	<ul style="list-style-type: none"> ▪ The school is dirty and unsafe in many areas ▪ The school plant, equipment, and support systems often in a state of disrepair; safety is a serious concern ▪ Space is a serious problem as facilities present major obstacles to student goal achievement

3. Manages the school staff effectively, encouraging them to contribute their best efforts to the school's success

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> ▪ Makes effective decisions about the retention or dismissal of personnel ▪ Makes effective assignments of staff based on areas of strength and competence ▪ Demonstrates care and concern for and celebrates the achievement of all students, faculty, and staff. Such celebrations are planned and promoted 	<ul style="list-style-type: none"> ▪ Makes inconsistent decisions about the retention or dismissal of personnel. Occasionally allows undeserving faculty to achieve career status ▪ Considers licensure and competence to make teaching assignments, but will occasionally assign teachers into non-licensed areas or to classes where success has been elusive ▪ Demonstrates care and concern for all staff, but celebrates achievement usually when the schedule allows it 	<ul style="list-style-type: none"> ▪ Makes no effort to hold staff accountable, allows all hired to achieve career status, grants permanent status at will to employees ▪ Makes little or no effort to assign staff to areas of expertise or licensure ▪ Does not recognize the achievement of students or staff

4. Provides for effective supervision of support services and classified staff

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> ▪ Ensures that support operations (e.g. custodial; food services, etc.) support the instructional program ▪ Uses the expertise of existing faculty to assist in the selection and orientation of new support staff members ▪ Treats all individuals with fairness, dignity, and respect 	<ul style="list-style-type: none"> ▪ Support operations tend to function independently of the instructional program ▪ Hires support staff with occasional input or service from the faculty ▪ Sometimes will fail to articulate or address the importance of the support staff to the school in meetings within and outside the school 	<ul style="list-style-type: none"> ▪ Support operations are ineffectively ignored ▪ Make ineffective hiring decisions ▪ Is arrogant and indifferent towards support staff

C. Personnel Management

1. Uses sound principles for selecting new professional and classified staff

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> ▪ Demonstrates good insights and highly hones skills in hiring new staff members ▪ Makes the staff selection processes reflect the beliefs and principles found in the school's vision for high student achievement ▪ Routinely invites all faculty to participate fully in selecting new staff 	<ul style="list-style-type: none"> ▪ Demonstrates adequate skill in skill for hiring high quality faculty and staff ▪ The need for high achievement is usually the basis for hiring decisions ▪ Experienced faculty sometimes participate in selecting new staff, at the principal's specific invitation 	<ul style="list-style-type: none"> ▪ Make consistently poor hiring decisions ▪ Makes staff selection decisions without regard to instructional competence or skill ▪ Faculty is not allowed to participate in selecting new staff

2. Includes appropriate faculty in recruitment, hiring, and mentoring

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> ▪ Ensures that faculty are engaged in the process of helping to create programs to enhance teacher retention ▪ Includes appropriate faculty in the school’s recruiting and hiring new staff members ▪ Assigns mentor-teachers on the basis of their training and compatibility for serving the new teacher effectively 	<ul style="list-style-type: none"> ▪ Sometimes ignores issues of faculty morale, thus possibly contributing to non-retention of teachers ▪ Selected faculty are invited to participate in hiring decisions ▪ Providing perks for experienced faculty is sometimes a substantial consideration for assigning mentors to new teachers 	<ul style="list-style-type: none"> ▪ Is unconcerned about teacher retention ▪ Makes wholly autonomous hiring decisions ▪ Makes little effort to assist new teachers

3. Ensures that new hires gain expertise and confidence and are properly brought into the school’s culture successfully

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<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Provides frequent opportunities for new teachers to observe and interact one-on-one with “master teachers” • Assigns fair and reasonable non-instructional duties to all teachers with special sensitivity to the professional needs of new teachers • Monitors the progress of the mentor-new teacher relationship and intervenes as necessary 	<ul style="list-style-type: none"> • Assigns a buddy teacher and usually arranges opportunities for classroom observations of peers on the basis of convenience • Sometimes fails to adequately differentiate the scope and assignment of non-instructional duties between novice and career teachers • Assigns the mentor-new teacher relationship to someone else for monitoring purposes 	<ul style="list-style-type: none"> • Assigns new teacher to room and assignment then expects the teacher to perform as a veteran • Usually assigns the new teacher with the most difficult teaching assignments and the most intensive non-instructional duties • Assigns the mentor-new teacher relationship then provides no follow-up

4. Provides guidance for teachers trying to solve instructional problems

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<ul style="list-style-type: none"> • Personally helps teachers confront and resolve problems by finding and allocating appropriate resources in a timely manner • Provides and sustains a resource library for professional growth • Ensures faculty access to resource persons with experience in solving various instructional problems 	<ul style="list-style-type: none"> • Delegates assistance for teachers who are trying to solve problems by referring them to a mentor or some other instructional resource • Identifies possible sources of answers to questions, but sometimes expects teachers to find their own means for solving instructional problems • Often suggests people to contact as resources but sometimes leaves most of the contacting and follow-up to teachers' own initiatives 	<ul style="list-style-type: none"> • Provides little or no help to teachers, even when asked or evidence indicates the need for intervention • Provides little or no problem solving resources to help teachers • Is unconcerned with a teacher's need for problems assistance

5. Uses the standards of performance evaluation to help both new and experienced teachers to develop as professionals

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<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Regularly meets with teachers and provides frequent formative feedback with concrete suggestions for improvement, and monitors progress • Encourages teachers to be innovative in the delivery of instruction and supports appropriate staff development • Uses data analysis systems to hold teachers individually accountable for high achievement standards, behavior management, and positive interaction with parents 	<ul style="list-style-type: none"> • Meetings with teachers for providing feedback happen frequently. These sessions, when they occur, often are characterized by criticism as by attempts to solve problems • Encourages teachers to try new ideas for delivery of instruction. Offers support, but sometimes does not follow through to assess effectiveness • Sees issues of accountability related to student achievement, behavior management or interaction with parents sometimes as a socio-economic problem as much as an instructional concern 	<ul style="list-style-type: none"> • Leaves teachers to their own ingenuity with little or no administrative support • Discourages innovation if it creates more work for the principal • Is unconcerned about issues of accountability

6. Properly differentiates the standards of performance evaluation for different ranges of experience and expertise

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<ul style="list-style-type: none"> • Creates opportunities to direct the formative needs of new staff members in developing a strategy for personnel evaluation • Seeks ways to help more experienced teachers use creative personnel evaluation approaches, which challenge their professional goals for continuous improvement • Provides opportunities for staff to develop skilled-based and project-based personnel appraisals 	<ul style="list-style-type: none"> • Occasionally differentiates the formative needs of teachers based on their levels of experience and expertise • Sometimes communicates an expectation that the same performance levels are as likely from novices as from veterans • Uses the same evaluation process for everyone, but tries to differentiate through commentary • Prefers checklist-based appraisals that require little interaction or conversation to be compliant 	<ul style="list-style-type: none"> • Uses minimal evaluative procedures • Typically writes the evaluation using a checklist approach with little or no conferencing with teachers • Makes no connection between student performance and teacher appraisal. All teachers get the same or similarly inflated ratings

7. Constantly monitors the school’s teacher turnover rate using comparative benchmark indicators from other schools similar to his/her own

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<ul style="list-style-type: none"> • Uses data collected from resigning and transferring teachers to improve the functions of the school’s professional climate • Benchmarks school data regarding personnel turnover with other data such as student achievement, faculty absenteeism, parent involvement, etc. to continuously improve the school’s professional and instructional climate 	<ul style="list-style-type: none"> • Occasionally collects data on reasons for teacher turnover, but makes little use of the data to strengthen the school’s climate • Is concerned about turnover but sometimes fails to benchmark the school’s turnover data to other schools that deal more effectively with teacher turnover 	<ul style="list-style-type: none"> • Is unconcerned about turnover • Does not track turnover • As the staff continues to turnover, the quality of the staff, correspondingly, continues to decline

D. Information Management

1. Provides appropriate and timely feedback to all affected constituencies and clients

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<ul style="list-style-type: none"> • Uses student achievement and relevant demographic data to develop the school’s vision and goals • Continually sends student progress reports to parents that are timely, easy to understand, and accurately convey student progress towards mastery of the curriculum • Uses technology to facilitate more effective access to school generated data 	<ul style="list-style-type: none"> • Is generally concerned about improving achievement and efforts to link data to goal attainment are evident, but sometimes ineffective • Communication with parents on their child’s instructional progress is consistent, but most visible right after new scores are released • Has knowledge of data management systems, but has not yet implemented one, technology based or not 	<ul style="list-style-type: none"> • Seems unconcerned about improving achievement • Does not communicate with parents except as required by district or state policy • Usually does not review scores or report them in any capacity

2. Ensures that people who require information to perform effectively receive it in a timely manner

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<ul style="list-style-type: none"> • Provides detailed reports prepared from disaggregated instructional and testing data to assist faculty and inform parents to better focus attention on the required curriculum • Monitors instruction frequently so that adjustments can be made to increase the effectiveness of every teacher’s classroom instruction • Uses information about family and community concerns and expectations in developing the school's instructional goals 	<ul style="list-style-type: none"> • Generally submits reports to teachers and others that are prepared and/or required by district or state policy. • Monitors the instructional effectiveness of some teachers frequently enough to make changes in instruction as needed • The connections between instructional goals with the community and student demographic characteristics are articulated, and sometimes are reflected in the school’s improvement planning 	<ul style="list-style-type: none"> • May or may not submit required reports to parents and usually requires second and third requests for information • Provide little or no instructional information to staff • Has no short or long term instructional goals except as provided in the required school improvement plan

3. Uses technology to facilitate more effective access to school generated data

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<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Implements a management system to manage and monitor all classroom and individual student performance data • Uses spreadsheets, state testing tools, and other technological media to organize and report progress of various subgroups of students and to illustrate the need to change instruction • Creates feedback systems to report progress and refocus the school on achievement of goals for all students 	<ul style="list-style-type: none"> • Implements management systems as required by supervisors. Monitors some classroom and individual student performance data more closely than others • Often uses some technological media to organize and report progress of students • Focus on the achievement of school goals is sometimes left to the inspiration of individual teachers 	<ul style="list-style-type: none"> • Does little to facilitate the use of achievement data • Seems unconcerned about the need to examine the progress of various subgroups of students • Achievement of goals for all students is not a priority

4. Submits accurate records and reports on time

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<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Provides reports to parents in a timely and informative manner • Submits required reports to supervisors accurately and in a timely manner • Ensures a timely distribution to faculty of information they need for dealing with instructional and other professional issues 	<ul style="list-style-type: none"> • Reports to parents are occasionally late and/or not easily understood • Reports to supervisors are occasionally late and may require a reminder • Faculty who miss required meetings or fail to have key instructional data submitted in a timely manner articulate that sometimes their failure is due to flaws in the system rather than their lack of responsibility 	<ul style="list-style-type: none"> • Often fails to provide reports to parents • Reports to supervisors may require second and third requests • Does not disseminate information to staff; persons sending information to staff have learned to circumvent the principal

E. Student Behavior Management

1. Develops and monitors a safe schools plan

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<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Ensures that the school strategic plan includes a safety plan that addresses the rules, desired behaviors, teachers' guidelines, board policy, state law, and other responsibilities for developing a school behavior management program • Makes recommendations and adjustments to school functions and facilities as needed to ensure a safe environment • Works with individual families regarding their child (ren)'s safety violations in a positive manner to eliminate long term problem areas 	<ul style="list-style-type: none"> • Safe school plan holds useful information but is occasionally not used for critical decision situations • School facilities use and procedures for monitoring school functions reveal that some areas deemed only marginally safe for students are known, but are, as yet, unmodified • School's safety plan is developed as a formality required by supervisors 	<ul style="list-style-type: none"> • Safe school plan is created minimally as a requirement by supervisors • School safety is not a priority • Safe schools plan is shelved and seldom drives school decision situations

2. Develops, and distributes student handbooks

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<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Develops, distributes, and discusses student handbooks, particularly those provisions that are consistent with the safe schools plan • Categorizes student misconduct and assigns consequences for misconduct according to the impact on safety issues and the school learning environment • Offers professional development for faculty and training for students to assist them in better understanding the relationship of positive school climate to higher student achievement 	<ul style="list-style-type: none"> • Distributes student handbooks that are consistent with the safe schools plan • Classroom misconduct is sometimes treated as an isolated event and not seen in a whole school context • Training and development is occasionally implemented with new rules or rules changes 	<ul style="list-style-type: none"> • Does not publish a student handbook • Suspension is the most often consequence of classroom misconduct instigated at the request of the classroom teacher • New rules are expected to be understood with no training

3. Handles student conduct in a firm, fair, and consistent manner

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<ul style="list-style-type: none"> • Deals with misconduct promptly and fairly in a manner designed to address the underlying causes of the misconduct • Treats all individuals with fairness, dignity, and respect • Ensures that all staff approach matters related to student behavior with professionalism, dignity, and respect • Investigates incidents thoroughly to ensure that sufficient information is available for a fair and informed decision 	<ul style="list-style-type: none"> • Suspension rates, although declining, are still higher than normal and attempts at finding effective alternatives are only occasionally successful • Student conduct management is enforced throughout the school, but lacks total consistency among faculty and other staff • Incidents with a “lower profile” are sometimes investigated superficially and these problems tend to be repetitive 	<ul style="list-style-type: none"> • Suspension is the dominate and favored punishment for most circumstances • High rates of recidivism is prevalent among student violators • Decisions regarding punishment are made hastily; appeals are frequent and often overturn school actions