

Principal's and Assistant Principal's Evaluation Form

Short Form

Performance Rubric

- Exceeds expected performance levels; Completes responsibilities at high levels of proficiency.
- Meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.
- Does not meet expected performance levels; often fails to complete responsibilities at expected levels of proficiency

I. INSTRUCTIONAL LEADERSHIP – Demonstrates the ability to influence the instructional program in positive ways.

A. Visionary Leadership – Demonstrates the ability to develop, articulate, and use a vision of excellence. For example:

_____ Presents evidence that the vision is a shared vision [SBE I];

_____ Uses the vision to guide and define decisions [SBE I];

_____ Maintains a steady flow of two-way communications to keep the vision alive and important [SBE I, V].

B. Curriculum Design and Development – Demonstrates the ability to ensure that the curriculum of the school is designed to promote high student achievement and sound personal growth. For example:

_____ Leads the faculty and community in a thorough understanding of the relationship between the learning needs of students and the NC Standard Course of Study [SBE II];

_____ Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state's accountability program [SBE II];

_____ Ensures that appropriate differentiation in curriculum and instruction is available to those students with exceptional needs [SBE II].

C. Instruction Effectiveness– Demonstrates the ability to facilitate instructional practices that will lead to high student performance and to a safe, orderly, and caring environment. For example:

_____ **Manages time to be an instructional leader as a priority [SBE V];**

_____ **Provides targeted and challenging professional development activities designed to improve teachers' strengths in reaching all students [SBE II, IV];**

_____ **Arranges for teachers to teach in settings and circumstances that draw on their strengths and highest abilities [SBE III, IV].**

D. Assessment and Evaluation – Demonstrates a commitment to using information to promote sound instructional practices. For example:

_____ **Uses data collected from state and local testing and assessment programs to develop formative instructional strategies to improve the effectiveness of daily classroom instruction [SBE II, IV, V];**

_____ **Monitors student achievement throughout the year, using both classroom and testing data to assess progress [SBE II, V];**

_____ **Monitors classroom performance on a regular basis, offering pathways to improved student performance through improved teaching [SBE II, IV].**

E. Results Oriented– Demonstrates the ability to have students achieve at expected levels of performance or beyond. For example:

_____ **Implements a system of performance indicators that guide the school staff in benchmarking performance against similar institutions on a local, state, and national scale (SBE II, V);**

_____ **Produces student achievement results that are commensurate with basic principles of the state's accountability system [SBE II];**

_____ **Communicates the results of his/her leadership to appropriate audiences and constituencies [SBE I, V].**

F. Locally Identified Instructional Leadership Standards.

II. ORGANIZATIONAL LEADERSHIP – Demonstrates the ability to create and sustain an organizational culture that promotes high standards and expectations.

A. Climate – Communicates a commitment to high expectations for student and teacher performance. For example:

_____ **Provides and promotes a climate for learning that is safe and orderly [SBE III];**

_____ **Creates an organizational climate that provides rewards and incentives for accomplishment [SBE IV, V];**

_____ **Monitors student performance on a continuous basis [SBE II, III];**

_____ **Communicates a commitment to the dignity and a contribution of all cultures [SBE III];**

_____ **Uses professional meeting times in the school to reinforce commitments to high performance standards [SBE II].**

B. Empowerment – Finds pathways and opportunities for teachers and others to make the best contributions they are capable of making for themselves and to the school. For example:

_____ **Involves stakeholders in decisions affecting schools [SBE IV];**

_____ **Shares responsibility to maximize ownership and accountability.**

C. Communications – Ensures commitment through practice the maxim that knowledge is power, to be shared and distributed to others. For example:

_____ **Keeps appropriate audiences and constituencies informed about the school and its functions [SBE V];**

_____ **Stays well informed about professional issues and shares this information with appropriate groups [SBE IV].**

D. Continuous improvement – Creates an environment where students, teachers, and parents understand and accept the “doctrine” of continuous improvement. For example:

_____ **Uses TQM/TQE or other similar data driven theories of management to benchmark the school’s performance indicators against exemplary practices outside the school [SBE V];**

_____ **Acts in an entrepreneurial manner to support continuous improvement.**

E. Other Locally Identified Organizational Leadership Standards.

III. MORAL/ETHICAL LEADERSHIP – Principals, as well as those they serve, constantly face situations and circumstances that might require them to make a difficult decision. Moral/ethical leadership is about making appropriate choices for the right reasons. For example:

A. Commitment to others – Ensures that the purposes of schooling and the people in the school are working in harmony. For example:

_____ **Creates and sustains a nurturing and caring environment [SBE III];**

_____ **Maintains a learning environment designed to help others be as successful as they choose to be [SBE II, V].**

B. Professional Ethics – Models the qualities of fairness, equity, integrity, and honesty in professional dealings with others. For example:

_____ **Demonstrates an adherence to a personal and professional code of ethics;**

_____ **Accepts responsibility for school outcomes.**

C. Respect for Diversity – Accepts as valued all of the people and cultures represented in the school and by the community at large. For example:

_____ **Uses a wide range of opportunities to celebrate the diverse cultures, both those that is included among the school community and those outside the school [SBE II, III];**

_____ **Ensures that established policies and procedures are in place and enforced equitably for all participants in the school [SBE V].**

D. Responsibility – Accepts responsibility for his/her actions and decisions. Does not seek to blame others for the consequences of his/her actions. For example:

_____ **Opens the school to public scrutiny [SBE IV];**

_____ **Devotes time and energy to the position.**

E. Other Locally Identified Moral/Ethical Leadership Standards.

IV. MANAGERIAL LEADERSHIP – Effective schools require good management as well as good leadership. Effective management ensures that the operational processes in the school are effective and efficient. For example:

A. Law and Policy – Understands and enforces both law and policy consistently. For example:

_____ **Develops and distributes student and faculty handbooks that are consistent with the school's vision and goals, local school board policy, and state law and policy [SBE III, V];**

_____ **Applies laws and procedures fairly, wisely, and considerately.**

A. Resource Management – Understands the resources available to the school and uses them wisely. For example:

_____ Uses fiscal resources efficiently and effectively to provide the materials and people needed to help the school be effective [SBE V];

_____ Uses space effectively to support both the instructional program and the ancillary functions of the school as well [SBE V];

_____ Has an effective staffing plan, where people contribute their best efforts to the school's success [SBE V];

_____ Provides for effective supervision of school support services and classified staff [SBE V];

_____ Uses time resources well to facilitate high student and teacher performance [SBE V].

B. Personnel Management – Understands how to select, induct, develop, evaluate, and retain personnel who assist the school in accomplishing its purposes and mission. For example:

_____ Uses sound and effective principles for selecting new staff, both professional and classified [SBE IV];

_____ Spends time ensuring that new hires are properly brought into the school's culture successfully [SBE IV];

_____ Provides specific guidance for teachers trying to solve instructional problems [SBE IV];

_____ Helps new teachers gain expertise and confidence in their teaching [SBE IV];

_____ Works with experienced teachers to help them continue to grow and develop as accomplished professionals [SBE IV];

_____ Uses performance as a means to help others improve continuously [SBE II, IV];

_____ Properly differentiates the standards of performance evaluation for different ranges of experience and expertise [SBE IV];

_____ **Actively creates or develops programs that enable the school to support and retain the teachers who should be retained [SBE IV, V].**

D. Information Management – Ensures that another’s need to have information is their personal assurance that others will receive the information they need. For example:

_____ **Provides appropriate and timely feedback to all affected constituencies and clients [SBE IV];**

_____ **Ensures that people who require information to perform effectively receive it in a timely manner [SBE V];**

_____ **Uses appropriate technological tools to manage and manipulate instructional information [SBE II, V];**

_____ **Submits accurate records and reports on time [SBE V].**

E. Student Behavior Management – Ensures that the school manages student conduct to facilitate maintaining a safe and orderly school climate conducive to high student performance. For example:

_____ **Develops procedures for dealing with student misconduct that are prompt, fair, and reasonable [SBE III];**

_____ **Develops and enforces a code of student conduct in a firm, fair, and consistent manner [SBE II, III];**

_____ **Handles student discipline problems with a level of responsiveness appropriate to the severity of the problem [SBE III];**

_____ **Develops and monitors a safe school plan, anticipating potential trouble spots and dealing with them in advance [SBE III].**

F. Other Locally Identified Instructional Leadership Standards.
