

Michigan Center School District Rubric for Administrators Defined

Instructional Leadership (24 Total Points) **15% of Overall Evaluation**

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.a. Demonstrates knowledge of school's curriculum	The leader promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts.	The leader establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enable students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning.	The leader creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks.	The leader engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.b. Plans, implements and participates in staff professional development	The leader generally stopped acquiring new information after completing graduate school and displays little or no new learning or sharing of that learning with colleagues.	The leader sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with colleagues.	The leader devotes faculty meetings to professional development, not announcement. The leader personally leads professional development several times each year.	In addition to the "proficient" criteria, the leader has also demonstrated a record of tailor-made professional development opportunities linked to the needs of the staff.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.c. Promotes and assists in effective instruction and learning through "Best Practice"	The leader maintains a hands off approach to instruction and use of "best practice" strategies.	The leader provides mixed messages related to expectations for instructional methodology and own understanding of "best practices."	The leader supervises instruction and makes explicit the expectation that teachers remain current in research based, "best practices" and incorporate them into their own work.	The leader supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to "best practices" in teaching and learning.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.d. Effectively and efficiently evaluated assigned personnel	Expectations for staff performance have been minimally shared. Conducts only the walkthroughs and observations that are required by the contract. Avoids confronting staff members who are deemed less than proficient. Rarely identifies and compliments staff members who demonstrate great performance.	Communicates expectations for staff performance, but relies on one form, and a common understanding of expectations are not widely shared by staff. Conducts walkthroughs in classrooms minimally and rarely provides feedback. Rarely addresses staff members who are deemed less than proficient. Occasionally identifies and compliments staff members who demonstrate great performance.	Communicate expectations for staff performance in at least two forms. Conduct weekly walkthroughs formal/informal) in classrooms and provide helpful feedback to all staff. Provide redirection and support to staff members who are deemed less than proficient. Routinely identifies and compliments staff members who demonstrate great performance.	Provides expectations for staff performance through multiple means. Conducts daily walkthroughs (formal/informal) in classrooms per day. Provides helpful and timely feedback to all staff. Engage in “difficult” conversations with staff who are deemed “below proficient” to develop an improvement plan and/or to provide corrective discipline. Identifies, nurtures, and empowers talented staff for leadership roles.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.e. Effectively analyzes data and targets areas for improvement	Leader is indifferent to the need for change-unable or unwilling to make difficult decisions.	Leader is aware of the need to change, but changes have not yet been implemented.	Evidence of specific changes based on student performance data.	There is evidence of decisive changes in teacher assignments and curriculum based on student performance data. Case studies of effective and ineffective decisions are shared with other leaders in the district.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.f. Actively pursues and continues professional growth	The leader may introduce or attend a professional development program, but quickly leaves the room, sending the signal to colleagues and staff that “This really is not worth my time.”	The leader actively participates in professional development, but it is reflective of a personal agenda rather than the needs of the organization. The leader attends professional development for colleagues and staff, but does not fully engage in it and sets a poor example of active participation.	Engages in professional development that directly links to the needs of the organization. The priority is given to building on personal leadership strengths. The leader personally attends and actively participates in the professional development that is required of other leaders in the district. The leader personally attends and actively participates in the professional development required of teachers.	In addition to meeting the requirements of the “Effective” category, the leader approaches every professional development opportunity with a view toward multidimensional impact. Knowledge and skills are shared throughout the school. Rather than merely adopting the tools of external professional development, this leader creates specific adaptations, without compromising the fidelity of the program, so that the learning tools become part of the school’s culture and are “home grown.”

Personal Leadership Skills (21 Total Points)

10% of Overall Evaluation

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
2.a. Judgment – Reaches logical conclusions, skilled in setting educational goals	The leader “does” goal setting in order to be in compliance with mandates or regulations. The leader operates from own opinion and perceptions without attending to vision and data. The goals are isolated action steps, unaligned to a goal that can actually be worked toward.	The leader completes goal setting activities to satisfy external expectations and assumptions about the connection between principal practice and student learning. The leader considers data gathered about teacher practice, academic results and/or school learning environment in isolation of the school and district vision. The goals are broad, general, aspirational statements that are too big to be assessed.	The leader engages in the goal setting process as part of their own professional improvement as related to improving student learning. The leader works with the superintendent to consider the school and district vision and student learning needs, as well as information gathered about teacher practice, academic results and/or the school learning environment. The goals are stated in ways that allow progress toward them to be assessed.	The leader embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the school’s current reality and the vision. The leader engages a cross role group, including the superintendent, teachers and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, teacher practice, academic results and/or the school learning environment. The goals are expressed in statements that are both actionable and measurable.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
2.b. Organizational Ability	The leader has a messy desk and an outdated calendar. The building, public areas, classrooms, and other physical facilities are a mess.	The leader’s calendar can be available with warning. Work space is tolerable, but imperfectly organized. The rest of the building does not reflect a commitment to organization and discipline.	Personal workspace is organized, with a daily calendar that is always available. The rest of the building is a reflection of the leader’s commitment to providing an organized and presentable learning environment.	Maintains a daily prioritized calendar that can be spontaneously produced at any time. Clean and organized desk, with the highest priority items out and other work in pending files. The rest of the building is spotless and reflects the leader’s commitment to providing an organized and presentable learning environment at all times.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
2.c. Decisiveness	The leader is unaware of or disconnected from the organization’s vision, mission, and strategic priorities. There is little or no evidence of the relationship between the decisions and these district guideposts.	While the vision, mission and priorities may be visible, they are not linked to the leader’s decisions.	The decisions of the leader are consistent with the vision, mission, and strategic priorities of the district.	The vision, mission and strategic priorities of the leader and the district are visible, ingrained in the culture of the school, and routinely used as a reference point for decisions. The use of strategic guidelines for decision-making filters makes many decisions self-evident and avoids time wasted on unproductive arguments.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
2.d. Personal leadership – ability to direct and influence others	Expectations for the school may be set, but minimal to no communication of them has occurred. Plans and schedules are sketchy and appear to be made “on the fly” with no “end in mind.”	Sets the expectations of the school, and plans, communicates, and schedules. The plans, forms of communication and schedules are present, but may not be fully developed.	Sets the expectations of the school, and is effective by planning, communicating, scheduling, and following up when needed. Demonstrates adaptability and flexibility in responding to unanticipated events/issues. Anticipates where more support may be needed.	Sets the expectations of the school, and is effective by planning, communicating, scheduling, and following up when needed. Anticipates where more support may be needed, and also raises the bar for continuous growth. Takes initiative to eliminate ineffective practices. Responds to unanticipated issues/events at the highest level to show, flexibility, adaptability, and creatively.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
2.e. Sensitivity and stress tolerance	Loses temper and emotionally unstable. Conversations on any sensitive topic are brief or nonexistent.	Occasional raised voice when angry or threatened, leading to a climate in which people are reluctant to raise sensitive issues.	The leader can deal with sensitive subjects and personal attacks with dignity and self control. The leader never meets anger with anger, but defuses confrontational situations with emotional intelligence , empathy, and respect.	The leader possesses self control, even in the most difficult and confrontational situations, but also provides assistance to colleagues on the techniques of emotional intelligence. Not only is the leader an exemplar of emotional intelligence, but the entire school reflects this commitment to self control, empathy, and respect.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
2.f. Oral and written communication	No evidence of regular, positive, effective communication with staff, families, and students. (verbal, written, other).	Some evidence of regular, positive, and effective communication with staff, families, and students (verbal, written, other).	Regular, positive, and effective communication with staff, families, and students (verbal, written, other) is evident and is part of the school routine. Expectations about curriculum, practices/procedures, and personnel/people have been clearly communicated for enlisting the understanding of all stakeholders.	Regular, positive, and effective communication with staff, families, and students (verbal, written, other) is evident. Relationships have been established to the extent that they are part of the culture. Expectations about curriculum, practices/procedures, and personnel/people have been embedded and now are shared among all stakeholders.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
2.g. Use of personal technology	The leader does not use technology effectively to organize or communicate.	The leader uses voicemail and email to maintain some communication with school staff, parents, and students.	The leader uses voicemail and e-mail through mobile communication devices (iPad) to effectively maintain communication and organization.	The leader models the use of technology in a way that allows staff to learn how to use technology in a similar way. The leader also seeks out new technologies/software/application to make themselves more efficient and organized.

Organizational Improvement (15 Total Points)

10% of the Overall Evaluation

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
3.a. Facilitates the accomplishment of building/district and strategic plan goals.	The leader takes a hands off approach to the implementation of the school improvement plan. No evaluation of implementation is carried out.	The leader has assigned the implementation of the school improvement plan to key staff leaders. The leader periodically evaluates the implementation of the plan.	The leader takes on an active role in the implementation of the school improvement plan by facilitating and participating in the implementation of the activity steps within the action plan. A system is in place to monitor the plan at periodic times throughout the year.	The leader works with the school improvement team to define specific roles for the implementation of the school improvement plan. A system to monitor and evaluate the implementation of the plan has been carried out and an ending evaluation of implementation vs. goal achievement is used to determine complete plan success.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
3.b. Participates as a team member of district administrative team	The leader consistently misses scheduled monthly Administrative and Leadership Team meetings.	The leader occasionally misses scheduled monthly Administrative and Leadership Team meetings. During meetings the leader does not offer any thoughts or suggestions to help the group to process ideas or issues.	The leader consistently attends scheduled monthly Administrative and Leadership Team meetings. During the meeting the leader is actively involved in the discussion and offers suggestions and ideas to help assist the group in processing.	The leader consistently attends scheduled monthly Administrative and Leadership Team meetings and takes an active role from time to time in facilitating a specific agenda item. During the meeting the leader is actively involved and offers many ideas and thoughts. If needed the leader will take the initiative to bring back information to the group if a problem or concern continues to be an issue.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
3.c. Implements board policies, administrative rules, procedures and guidelines	The leader blames policies and procedures for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders.	The leader assumes responsibility for decisions and actions related to policies and procedures.	The leader assumes responsibility for thoughtfully considering and upholding policies and procedures so that the school can successfully tread the line between compliance and moral and ethical responsibility.	The leader promotes resiliency by involving stakeholders in considering how to negotiate and uphold Policies and procedures in ways that preserve the integrity of the school's learning and work and align with its ethical and moral beliefs.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
3.d. Informs Superintendent of needs, problems, personnel issues, instruction and school-	The leader does not initiate any conversation with the superintendent.	The leader inconsistently provides information to the superintendent regarding issues or concerns.	The leader consistently provides information to the superintendent regarding building staff. Good news as well as issues of concern are communicated.	The leader provides written documentation via e-mail of situations or issues that are being experienced with building staff. Additional background information is also shared providing context for the situation. Personal information regarding building staff (i.e. marriage, child birth, death in the family) are also communicated so the district is able to provide the necessary

community relations				support immediately.
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Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
3.e. Maintains an appropriate rate of student & staff attendance on a daily basis	School has average student attendance of 80% or below. School has average staff attendance of 85% or below.	School has average student attendance between 81% and 87%. School has average staff attendance between 86% and 89%.	School has average student attendance between 88% and 94%. School has average staff attendance between 90% and 95%.	School has average student attendance of 95% or greater. School has average staff attendance of 96% or greater.

Personnel Management (15 Total Points)
10% of Overall Evaluation

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
4.a. Has an established and effective system to disseminate information to appropriate staff	The leader facilitates faculty meetings that consist of the reading of announcements with little or no interaction. There is no evidence of a weekly bulletin providing dates and times of events.	The leader typically limits listening to questions during faculty meetings. There is evidence of a weekly bulletin, but not all staff receives it on a consistent basis.	The leader facilitates faculty meetings that include open discussions with two way communication. Faculty members regularly have the opportunity for one-to-one meetings with the leader. The leader knows all staff members and makes an effort to recognize personal and individual contributions each one makes. The weekly bulletin is consistently received by all staff and any additional information that comes up midweek is effectively communicated with all staff.	In addition to the “Effective” requirements, the leader actively engages in active listening to the faculty and staff. The leader’s calendar reflects numerous individual and small group meetings with staff at every level, not just the direct reports. Distribution lists have been created for the consistent distribution of weekly bulletins and other information as needed.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
4.b. Works collaboratively with all staff	The leader’s relationships with colleagues are negative or self-serving.	The leader maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize the relationships the leader has developed between colleagues and staff.	Support and cooperation characterize the relationships the leader has developed between colleagues and staff. The leader takes initiative in assuming leadership roles at the district level.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
4.d. Encourages staff, student and parent input	Staff, students and parents have little or no role to play in leadership decision making.	Staff, students and parents receive a respectful hearing when they initiate the conversation.	The leader conducts frequent interactions with staff, students, and parents, including newsletters, personal briefings, person visits and call, and the use of technology (voicemail, e-mail, website) where appropriate. Clear evidence of decisions based on input from staff, students and parents.	The leader is able to provide clear evidence of staff, student, and parent communication including open forums, focus groups, surveys, personal visits, and extensive use of technology. Decisions in curriculum, leadership, staffing, assessment, and school appearance reflect staff, student and parent involvement. Survey data suggests that staff, students, and parents feel empowered and supportive of educational objectives.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
4.e. Encourages risk taking and thinking “outside the box”	The leader practices and models a decision making process that reflects doing what has always been done with no validating evidence.	The leader occasionally uses a decision making process that allows for teacher and staff input that may allow for a solution that varies from what has always been done.	The leader consistently works with all staff to find solutions to situation/problems by considering all options including non-traditional means.	The leader has built a culture in the building that allows teachers and staff the freedom to solve problems through alternative methods. The leader also provides a support system for teachers once they decide to implement a new way/solution to directly or indirectly improve student achievement.

Student Management (15 Total Points)

10% of Overall Evaluation

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
5.a. Assists staff in the development and implementation of student and classroom management plans	The leader takes a hands off approach to working with staff on creating an effective and comfortable learning environment.	The leader expects staff to create plans that will help to create a learning environment where all students are supported and provided the opportunity to learn.	The leader works with individual staff members to create and develop plans that help to establish a learning environment that promotes respect and consideration for the learning of all. The leader provides additional support by occasionally following up to ensure that the plan was carried out and the resulting changes are consistent with the intended outcomes.	The leader fosters a culture in the school where teams of teachers work together to help each other create a learning environment that provides the opportunity and respect for all students to learn. The leader consistently provides support for the implementation of the plan by providing feedback to the individual teacher. The leader works with the teacher to evaluate the plan to ensure that the intended results were achieved.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
5.b. Interacts with students effectively	The leader does not know student names, avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to present. Many students do not know the leader's name or recognize the leader on sight.	The leader knows most student names, is visible and often greets students by name, and talks with students frequently.	The leader knows student names, regularly greets students by name, and is proactive in talking with and listening to students. The leader is particularly visible at the beginning and end of the school day and during all other times when students are present.	In addition to all of the "Effective" requirements, the leader goes to exceptional lengths to listen to students. The listening strategies may include focus groups, surveys, student advisory committees, and numerous one-to-one student conversations. Discussions with students reveal that they know that the leader will listen to them and treat them with respect.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
5.c. Communicates expectations	Expectations for students have been minimally shared with students and/or staff. Consequences are inconsistent or non-existent.	Some expectations for students exist but they tend to be inconsistent and not shared with the entire staff.	Expectations are communicated with students early and often. The staff is informed of these expectations. Students are held accountable for their actions with consequences.	Expectations are clearly defined and communicated with students and staff. A positive behavior plan is in place and reinforced with staff and students.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
5.d. Responds to students academic needs	The leader uses "accountability" to justify a system that links student achievement with accolades and blame.	The leader uses an assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other.	The leader develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement.	The leader facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
5.e. Willingly assumes responsibility for evening and weekend events	The leader does not participate in any additional functions outside of the school day.	The leader only assumes responsibility when it is mandated by the superintendent.	The leader attends several evening and weekend events to support staff and students.	The leader attends several weekend and evening events throughout the school year. While at the events the leader assumes any necessary responsibilities as they present themselves.

School and Community Relations (12 Total Points)

10% of Overall Evaluation

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
6.a. Encourages and effectively communicates with parents and community	No evidence of regular, positive, effective communication with families, and community (verbal, written, other).	Some evidence of regular, positive, and effective communication with families and community (verbal, written, other).	Regular, positive, and effective communication with families and communities (verbal, written, other) is evident and is part of the school routine.	Regular, positive, and effective communication with staff, families, and students (verbal, written, other) is evident. Relationships have been established to the extent that they are part of the culture.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
6.b. Provides guidance and support to parents, parent organizations and the community	The leader identifies lack of family and community involvement as a key explanation for lack of achievement.	The leader takes actions intended to increase family and community support for the school.	The leader builds and sustains positive relationships with families and community organizations.	The leader builds sustainable, positive relationships with families and community organizations and enables them to take on significant roles in ongoing improvement efforts.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
6.c. Projects a positive image for the district	Inconsistently displays a high standard of ethical behavior at school and/or in the community. These instances may have resulted in disruption to the operation of the school/district. Forgets to follow through with issues in a timely manner and/or not at all.	Usually displays a high standard of ethical behavior at school and/or in the community, but some instances have occurred that call to question this high standard. Writes down some issues, but gets swamped by events, and sometimes does not follow up in a timely manner.	Displays a high standard of ethical behavior, both in school and in the community as evidenced by direct observation. Addresses most issues in a timely manner by prioritizing, communicating, and following up.	Displays a high standard of ethical behavior, both in school and in the community; as evidenced by stakeholders' input and direct observation. Regularly addresses issues by prioritizing, communicating, and following up.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
<p>6.c. Projects a positive image for the district</p>	<p>Inconsistently displays a high standard of ethical behavior at school and/or in the community. These instances may have resulted in disruption to the operation of the school/district. Forgets to follow through with issues in a timely manner and/or not at all.</p>	<p>Usually displays a high standard of ethical behavior at school and/or in the community, but some instances have occurred that call to question this high standard. Writes down some issues, but gets swamped by events, and sometimes does not follow up in a timely manner.</p>	<p>Displays a high standard of ethical behavior, both in school and in the community as evidenced by direct observation. Addresses most issues in a timely manner by prioritizing, communicating, and following up.</p>	<p>Displays a high standard of ethical behavior, both in school and in the community; as evidenced by stakeholders' input and direct observation. Regularly addresses issues by prioritizing, communicating, and following up.</p>

Fiscal and Facilities Management (15 Total Points)

10% of Overall Evaluation

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
7.a. Knowledgeable and responsible for appropriate budget and line items	Inconsistently manages the school budget and finances, as evidenced by multiple errors. No effort is demonstrated in finding and acquiring additional resources for the school (human, material, etc.).	Manages the school budget and finances with few errors, but the budget is weakly tied to accomplishing school goals. Little effort is demonstrated in finding and acquiring additional resources for the school (human, material, etc.).	Manages the school budget and finances effectively to accomplish school goals. Occasionally finds and acquires additional resources for the school (human, material, etc.).	Skillfully manages school budget and finances to accomplish school goals, while also initiating and securing a variety of outside funding (i.e. grants) to supplement the basic school program. Regularly utilizes a building team to plan and execute strategies to acquire additional resources for the school (human, material, etc.).

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
7.b. Coordinates and communicates well with the Business Office	The leader makes little to no attempt to communicate with the business office.	The leader occasionally coordinates with the business office so that there is some communication to ensure some accuracy.	The leader works with the business office in a manner that promotes a sense of teamwork and it is reflected in the way requests are completed with accuracy on a consistent manner.	The leader meets all of the requirements under the “Effective” category, plus an effort is made to learn beyond the daily workings within the budget. The leader uses the business office as a resource to gain a better understanding of how the budget works at all levels within the district.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
7.c. Is responsible for supplies and equipment	The leader shows no regard for the supplies and equipment within the building.	The leader has developed somewhat of an inventory list for the supplies and equipment within the building. These items have also been distributed appropriately to some staff members.	The leader has an up to date inventory list of supplies and equipment within the building that identifies where each item is currently being used. The items have been distributed appropriately to take advantage of the skills of all staff members.	The leader has an up to date inventory list that is available to the staff allowing for staff input into the distribution of items. Staff fully supports the distribution of the items knowing that the items have been distributed to individuals to take advantage of their skills.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
7.d. Evaluates and reports conditions of the building and grounds	The leader takes no pride in the appearance of the building and grounds.	The leader makes maintenance aware of items of concern on an inconsistent basis allowing the building to look run down over time.	The leader has a clear system in place to provide awareness to the maintenance department of any items out of place or in need of repair. The leader involves students and staff from time to time to gain their feedback on the appearance of the building and grounds.	The leader does everything in the “Effective” category plus uses a process that gains the feedback from staff, students, and parents on a regular basis regarding the state of the building and grounds.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
7.e. Addresses safety, security and emergency procedures	A prevention plan is minimally developed for the school. Information about the plan has not been widely communicated, with minimal practice. Documentation to illustrate safety/security plans and procedures is minimal or non-existent.	A prevention plan is in place and has been communicated, but the information may not be widely shared, understood, or practiced. Documentation to illustrate safety/security plans and procedures is minimal.	A prevention plan is in place and communicated, understood, and practiced. Documentation to illustrate safety/security plans and procedures are present both prior to and after incidents.	A prevention plan is designed so that a crisis is almost always prevented or deflected. Potential threats are anticipated and appropriate intervening activities are employed. Documentation to illustrate safety/security plans and procedures are present both prior to and after incidents.

Teacher & Student Growth (40 Total Points)

10% of Overall Evaluation

Student Growth

Student growth is defined as the increase or improved performance of students, as individuals and/or as a group, in relation to appropriate developmental and/or academic achievement measurement. State and local assessments will be used as tools to measure student growth.

Teacher Growth

Teacher growth is defined as the increase or improved performance of teacher instruction that has a direct impact on student growth. Agreed upon assessments will be used in each individual teacher to determine growth for each identified goal area.

Rationale: This rubric focuses on measuring student growth that accomplished four components:

- Collaborative theory and practice between the educator and administrator
- Support district and building level improvement goals.
- Support the professional development of the educator.
- Supports the growth student achievement.

Rating	Ineffective (0)	Minimally Effective (3)	Effective (8)	Highly Effective (10)
8.a. Use of data to improve student growth	No evidence of data collection, analysis, and conclusions drawn from data appear to inform the decision-making within the school.	Some data is collected, but is used minimally to inform decision-making within the school. Data has been pulled together by mostly the principal, with some staff involvement. The tie between data and goals is loose.	A variety of data is used to inform decision-making within the school. Data is used with school improvement leaders to set and monitor school improvement goals. A tight alignment between the data/goals is evident.	A variety of data is used to inform decision-making within the school. The principal empowers staff to use data to inform instruction, make programmatic decisions, and draw conclusions regarding instruction. The use of data goes beyond school improvement.

Rating	Ineffective (0)	Minimally Effective (3)	Effective (8)	Highly Effective (10)
8.b. Meeting building and district improvement goals	No progress was made in addressing the annual improvement goals, and the action plan activity steps were not implemented or followed.	Little progress was made in addressing the annual school improvement goals and the activity steps in the action plan were completely followed and implemented OR Goals were met, but the activity steps in the action plan were occasionally followed and implemented.	The improvement goals were met and the action plan activity steps were completely followed with and implemented.	The improvement goals were exceeded and all of the activity steps were implemented in such a manner that they are now part of the culture of the building.

Rating	Ineffective (0)	Minimally Effective (3)	Effective (8)	Highly Effective (10)
8.c. Meeting teacher results based on student assessment results	Less than 65% of teachers were able to meet their individual goals.	Between 65% and 75% of teachers were able to meet their individual goals.	Between 76% and 89% of teachers were able to meet their individual goals.	90% or more of the teachers were able to meet their individual goals.

Rating	Ineffective (0)	Minimally Effective (3)	Effective (8)	Highly Effective (10)
8.d. Meeting student results based on student assessment results	Less than 70% of students were able to meet the identified growth level.	Between 70% and 79% of students were able to meet the identified growth level.	Between 80% and 89% of students were able to meet the identified growth level.	90% or more of the students were able to meet the identified growth level.