



FORMATIVE RUBRICS for District Leader/Superintendent
Developed by MASA and Michigan ASCD

5 Performance Domains & 12 Performance Factors

Domain 1 – Results			
Student, Teacher, and School Results Factors			
Teacher Results, Based on Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of district teachers whose students meet established student achievement targets* on specified assessments**; and/or	Meets established goal(s) for the percentage of district teachers whose students meet student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of district teachers whose students meet student achievement targets* on specified assessments**; and/or
Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of district students who meet established student achievement targets* on specified assessments**; and/or	Meets established goal(s) for the percentage of district students who meet student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of district students who meet student achievement targets* on specified assessments**; and/or
Student Results Item: Achievement Gaps Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in reducing the size of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Meets established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Exceeds established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or
School Results Item: Improved School Programs and Process Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement on identified district process and program improvement targets based on the district’s improvement plan***	Meets established annual school process and program improvement targets based on the district’s improvement plan***	Exceeds established annual school process and program improvement targets based on the district’s improvement plan***

Explanations of Page 1 asterisk items for District Results

*This approach allows the district to establish student achievements targets for the district and each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement. **Where possible, School ADvance recommends that student achievement targets be set around individual student growth using a robust statistical algorithm that accounts for variability in student and other factors. This may require technical assistance through a qualified statistician or the purchase of data analysis services through a qualified source.** Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.

**This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level, based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

***This approach allows the district to establish both student and school level process/program improvement targets based on the district's school improvement plan. This approach also allows the district to use a combination of student achievement, school process data, student engagement, attendance, behavior, perception, and other data as appropriate and available to monitor progress on the district's improvement plan.

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Mission and Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Holds and can articulate a clear purpose or mission for the district grounded in service to students	<i>And</i> maintains personal focus and consistent attention to the central purpose or mission for the district	<i>And</i> assists the board, administration, and staff in maintaining focus and consistent attention to the central purpose or mission of the district
	Speaks regularly of the district’s central purpose or mission to both the internal and external school community	<i>And</i> regularly engages the board, administration, and staff in examining how the district is doing in achieving its central purpose or mission	<i>And</i> regularly engages students, parents, and the community in examining how the district is doing in achieving its central purpose or mission
	Has established and regularly shares his or her personal vision for students and the district	<i>And</i> demonstrates how his or her vision is informed by research and evidence based models or examples	<i>And</i> inspires the board, administration, staff, parents and students to formulate their own personal vision for learning, service to students, the district, and its schools
	Works with the board to solicit and include administration, staff, parent, student, and community input in creating a shared vision for the district	<i>And</i> develops and maintains collaborative processes to achieve commitment from all stakeholders to a shared vision for the district	<i>And</i> works with the board and/or other district leaders to use the shared district vision to set goals, shape dialogue and decisions, focus effort, and allocate resources
	Ensures that the school vision is clear in setting learning expectations for all students	<i>And</i> is persistent in helping the school achieve its vision of learning for all students	<i>And</i> maintains consistent monitoring of progress in achieving the vision of learning for all students
	Maintains a current perspective to inform the district’s vision	<i>And</i> engages administration, staff, parents, and students with current information to inform the district’s vision	<i>And</i> engages, administration, staff, parents, and students with innovative ideas to inform the district’s vision

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Goals and Expectations Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Translates the district purpose or mission, and vision into a set of clear goals for growth, adaptation, and improvement	<i>And</i> works with the board, administration, and staff to establish clear district and building level goals for growth, adaptation and improvement based on the district purpose or mission and vision	<i>And</i> works with students, parents, and community to establish and support clear district level goals for growth, adaptation, and improvement based on the district purpose or mission and vision
	Keeps the focus on the evidence of student learning for the board, administration, staff, parents, and students	<i>And</i> ensures that the school uses valid measures of student learning based on established performance standards and district goals	<i>And</i> ensures that stakeholders and students receive regular feedback through valid measures of student learning based on the established performance standards and district goals
	Holds high expectations for student achievement, well being, and post secondary success	<i>And</i> works with the board and/or other district leaders and staff to establish high expectations for student achievement, well being, and post-secondary success	<i>And</i> works with students, parents, and community to establish high expectations for student achievement, well being, and post-secondary success.
	Sets and pursues high expectations for his or her own performance in serving the district and its students	<i>And</i> works with the board and/or other district leaders to establish high expectations for their performance in service the district and its students	<i>And</i> assists other district leaders in establishing high expectations for staff performance in service to the district and its students
	Communicates hope and optimism for the potential of each student to achieve learning success	<i>And</i> works with the board and/or other district leaders to communicate and demonstrate hope and optimism for the potential of each student to achieve learning success	<i>And</i> inspires staff, students, parents, and the community to communicate and demonstrate hope and optimism for the potential of each student to achieve learning success

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 2 – Leadership			
Culture Factors			
Values, Beliefs, Principles, and Diversity Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Speaks clearly and consistently about the values and beliefs he or she brings to the work of district leader and service to students	<i>And</i> works with the board, administration, and staff to examine their values and beliefs and how they influence their service to the district and its students	<i>And</i> engages staff, parents, and community leaders in establishing shared values and beliefs to guide how the district serves students
	Demonstrates the value of inclusiveness in the ways he or she engages with the school community	<i>And</i> works with the board, administration, and staff to demonstrate inclusiveness with the school community.	<i>And</i> maintains a district ethic of inclusiveness in working with both the internal and external school community
	Communicates the value of a high quality, free and equitable education for all students	<i>And</i> works with the board, administration, and staff to pursue both high quality and equity in serving the learning needs of all students	<i>And</i> works with both the internal and external school community to support both high quality and equity and serving the learning needs of all students
	Establishes, communicates, and monitors his or her personal set of guiding principles for conduct and service as a district leader	<i>And</i> carries out his/her role as district leader in ways that are consistent with those guiding principles	<i>And</i> sets personal improvement goals that are consistent with those guiding principles
	Works with the board, administration, and staff to establish guiding principles of conduct and service to students	<i>And</i> works with the board, administration and staff to carry out their collective and individual roles in ways that are consistent with those guiding principles	<i>And</i> works with the board, administration, staff, parents and students to maintain standards of conduct that are consistent with the district guiding principles
	Holds a personal vision that honors and celebrates diversity and the worth of every individual	<i>And</i> carries out his/her role as superintendent/district leader in ways that honor and celebrate diversity and the worth of every individual	<i>And</i> inspires others in the school community to behave in ways that honor and celebrate diversity and the worth of every individual
	Demonstrates civility, respect, and dignity in personal and professional interactions	<i>And</i> sets expectations for staff, parents, and students to treat each other with civility, respect, and dignity	<i>And</i> monitors the school culture and environment to insure that each person is treated with civility, respect, and dignity

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 2 – Leadership			
Culture Factors			
Language, Traditions, Celebrations, and Stories Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Is clear and consistent in the ways he or she communicates about the work of the district	<i>And</i> works with the board, administration, and staff to develop a consistent shared language about the work of the district	<i>And</i> works with the board, administration, and staff to establish clarity and consistency in the ways the district communicates with parents, students, and the community
	Uses a blend of language, symbols, graphics, and other communication tools to communicate about the work of the district	<i>And</i> works with the board, administration, and staff to develop and use shared language, symbols, graphics, and other communication tools to communicate about the work of the district	<i>And</i> regularly solicits feedback from both the internal and external school community on the effectiveness of district communications
	Understands and honors district and community history and traditions	<i>And</i> works with the board, administration, staff, students, parents, and community to celebrate district and community history and traditions	<i>And</i> creates opportunities to capture and communicate stories that celebrate the district and community history and traditions
	Seeks opportunities to establish new traditions that assist the district in achieving its mission and vision	<i>And</i> works with the board, administration, staff, students, parents, and community to establish new traditions and celebrations that assist the district in achieving its mission and vision	<i>And</i> creates opportunities to capture and communicate stories that illustrate and celebrate the district's accomplishments, growth, evolution, and future aspirations in the service of students

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 2 - Leadership			
Leadership Behavior Factors			
Informed Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that district goals are based on evidence of need from district, school and student data	<i>And</i> works with the board, administration, and staff to examine and interpret multiple sources of evidence from district, school and student data in setting district and school goals	<i>And</i> works with the board, administration, and staff to examine and interpret multiple sources of evidence from district, school and student data for determining priorities among district and school goals
	Ensures that the school adopts research supported practices and strategies to support district and school goals	<i>And</i> works with the board, administration, and staff to evaluate research supported practices and strategies based on district and school and student data	<i>And</i> works with the board, administration, and staff to set priorities among research supported practices and strategies before adopting and committing district resources to implementation;
	Uses reliable sources to stay informed on evidence based practices and strategies	<i>And</i> , sets expectations for district personnel to use and share reliable sources of evidence based practice and strategy	<i>And</i> contributes to a district culture of informed leadership through accessing and sharing reliable sources of evidence based practice and strategy

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 2 – Leadership			
Leadership Behavior Factors			
Strategic and Systemic Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with the Board and administration to establish both short and long term leadership priorities for his or her work based on district and school goals	<i>And</i> ensures that individual administrators and staff establish both short and long term priorities for their work based on district and school goals	<i>And</i> , ensures that the school maintains focus on a set of short and long term priorities based on district and school goals
	Works with the Board and administration to ensure that the priorities and strategies that drive the work of the district and its schools are compatible with one another	<i>And</i> , ensures that the priorities and strategies that drive the work of the district and its schools are sustainable, both individually and collectively	<i>And</i> increases compatibility and sustainability of district and school priorities and strategies by linking them together into a systemic plan to meet district and school goals
	Maintains focus on district and school goals and priorities	<i>And</i> is persistent in achieving district and school goals and priorities while resolving issues and problems as they arise	<i>And</i> , guides the board, administration, staff, students, and parents to remain focused on and persistent in achieving district and school goals and priorities

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 2 – Leadership			
Leadership Behavior Factors			
Fair, Legal, Honest, and Ethical Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Stays informed on and adheres to relevant school laws, policies, and procedures	<i>And</i> ensures that the Board, administration, and staff are informed and follow relevant school laws, policies, and procedures	<i>And</i> contributes to or guides district development of school policies and procedures that are consistent, fair, legal, ethical and in the best interests of students
	Establishes a personal track record of truthfulness and honesty	<i>And</i> holds administrators, staff and students to high standards of truthfulness and honesty	<i>And</i> works with the board, administration, staff, students, and parents to maintain a district culture where truthfulness, honesty, and integrity are valued, honored, and recognized
	Treats all persons fairly	<i>And</i> sets district-wide expectations for the fair treatment of all persons	<i>And</i> works with the board to recognize and reward fairness and fair play among administration, staff, students and parents
	Establishes a personal track record of ethical decision making	<i>And</i> maintains transparency in personal and school decision making processes	<i>And</i> works with the board to establish a district culture in which board members, administrators, staff and students engage regularly around issues of ethics, integrity, and fairness

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 2 - Leadership			
Leadership Behavior Factors			
Adaptive and Resilient Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes effective personal work habits	<i>And</i> uses habits of reflection and introspection to assess personal effectiveness and establish personal improvement goals	<i>And</i> seeks out and utilizes multiple sources of feedback to assist in assessing personal effectiveness and establishing personal improvement goals
	Is reliable and consistent about personal attendance and fulfillment of responsibilities	<i>And</i> establishes expectations of administrators, staff, students, and parents for attendance and fulfillment of responsibilities	<i>And</i> , establishes processes to provide administrators, staff, students, and parents assistance and recognition for consistent attendance and fulfillment of responsibilities
	Attends to the renewal of personal inspiration and commitment to the work of educating and serving students	<i>And</i> openly shares and models the ideas that are the sources of personal inspiration and commitment to the work of educating and serving students	<i>And</i> provides opportunities for board members, administrators, staff, students, and parents to share their sources of personal inspiration and commitment to education and service to family, community and country
	Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities	<i>And</i> , utilizes computer and mobile communications devices, programs, and systems to expand and enhance communication, information access, and work processes	<i>And</i> , keeps abreast of emerging technologies and their potential to impact the school environment and/or personal leadership effectiveness

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 3 – Systems Alignment			
High Quality and Reliability Instructional Program Factors			
Guaranteed and Viable Curriculum Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has knowledge of and understands the school/district core curriculum standards	<i>And</i> works with district leaders and staff to understand and adhere to both the horizontal and vertical alignment of the curriculum across grade levels, curriculum areas, and programs	<i>And</i> works with district leaders and staff to unpack and interpret state and district curriculum standards at the building and/or district level
	Works with district leaders to ensure that all staff use district curriculum documents in planning, delivering, and assessing instruction	<i>And</i> works with district leaders to monitor the teaching of the district curriculum through classroom visits, engagements with teachers, and examination of student work	<i>And</i> works with district leaders and staff to identify and secure curriculum resources at the district and building level that align with and support the established curriculum standards
	Works with district leaders and staff to identify priority or essential curriculum (power) standards	<i>And</i> works with district leaders and staff to identify cross-curricular learning and performance standards, e.g. thinking skills, research skills, etc.	<i>And</i> works with district leaders and staff to insure that the academic curriculum and extra-curricular programs are appropriate for the population the district serves
		<i>And</i> works with district leaders and staff to provide information on the core curriculum standards to students, parents, and the community	<i>And</i> ensures that the schools provide students and parents assistance in understanding and working with the core curriculum standards

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 3 – Systems Alignment			
High Quality and Reliability Instructional Program Factors			
Research Based and Differentiated Instruction Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge about evidence based (effective) instruction	<i>And</i> works with district leaders and staff to identify and prioritize evidenced based instructional strategies and practices that improve student learning for the population the district serves.	<i>And</i> , works with district leaders and staff to monitor implementation and evaluate the effectiveness of instructional strategies based on evidence of student learning
	Visits buildings and classrooms to monitor and encourage quality instructional practices.	<i>And</i> works with principals and other district leaders to establish expectations and a system for conducting classroom visits and observations	<i>And</i> , works with other district leaders to improve their collective ability to know and recognize effective and differentiated instructional practices
	Works with building principals to create opportunities for teachers to observe each other’s classrooms	<i>And</i> works with building principals to assist teachers in using observation feedback from administrators and other teachers in planning for instructional improvement	<i>And</i> assists building leaders in establishing regular times and places for teachers to collaboratively plan and review instruction based on observations and evidence of student learning
	Engages district leaders in discussing ways to differentiate instruction based on student needs	<i>And</i> works with district leaders and staff to identify student needs for differentiated learning and respond with differentiated instructional strategies to meet those needs.	<i>And</i> , works with district leaders and staff to evaluate how the differentiated instruction strategies in use are impacting student learning.
	Has a working knowledge of tiered intervention systems for student success (RTI)	<i>And</i> works with district leaders and staff to develop a system of interventions for students who do not make adequate progress in achieving curriculum performance standards	<i>And</i> works with district leaders and staff to evaluate and improve the district’s system of interventions based on evidence of student learning

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 3 – Systems Alignment			
High Quality, Fidelity, and Reliability Instructional Program Factors			
Standards Based Assessment and Feedback Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge of the construction of different type of assessments and the appropriate uses of the data from those assessments.	<i>And</i> works with district leaders and staff to increase their knowledge and improve their ability to employ effective assessment practices.	<i>And</i> works with district leaders and staff to develop a comprehensive assessment system
	Works with district leaders to monitor the use of district assessments	<i>And</i> works with district leaders and staff to insure that common assessments are administered and analyzed with sufficient frequency and consistency to inform instruction and school improvement	<i>And</i> works with district leaders and staff to develop team processes for analyzing and interpreting assessment results and planning instruction based on those results
	Has a working knowledge of analysis and interpretation of assessment data	<i>And</i> works with district leaders and staff to improve analysis and interpretation of assessment data to achieve better student results	<i>And</i> develops administrative and staff leaders in assessment, analysis, and interpretation practices
	Works with district leaders and staff to ensure and timely communication of assessment results to students and parents	<i>And</i> works with district leaders and staff to develop a reliable system for providing timely feedback to students and parents based on assessment results	<i>And</i> works with district leaders staff develop a reliable system for students to use assessment results to track their own learning progress and set their own learning goals
	Understands and follows ethical, legal and technical guidelines for assessment practices and the handling of student assessment data	<i>And</i> ensures district leaders and staff understand and follow ethical, legal, and technical guidelines for assessment practices and the handling of student assessment data	<i>And</i> assists in developing district ethical and legal standards and technical guidelines for assessment practices and the handling of student assessment data

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 3 – Systems Alignment			
High Fidelity and Reliability Instructional Programs Factors			
Technology to Expand Learning Opportunity Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that the district has an up to date technology plan that includes both the use of technology for teaching and learning and the use of technology for school and district operations	<i>And</i> ensures that the district technology plan includes goals and strategies for expanding, extending, and enhancing student learning	<i>And</i> ensures that the technology goals and strategies for expanding, extending, and enhancing student learning draw from both research supported practices and evidence based models
	Encourages and solicits innovative ideas for using technology for better student results (achievement, behavior, attendance, engagement, etc.)	<i>And</i> connects district leaders and staff to sources where they can learn about best practices with instructional technology and emerging innovations	<i>And</i> establishes a process for field testing and evaluating innovative ideas for using technology to improve student results
	Ensures that district leaders and staff have the necessary training, support, and direction to use technology resources	<i>And</i> , provides the leadership for expanding the integration of technology in the district’s processes, daily routines, communications, and instruction	<i>And</i> ensures that the school improvement plan is technology rich and is aligned with the district technology, district and school improvement, and/or strategic plans
	Encourages the use of technology to expand learning opportunity beyond the normal school day	<i>And</i> works with district leaders and staff to use instructional technology to expand learning access (any time; anywhere; any way) and learning opportunity (any legitimate and student appropriate learning purpose)	<i>And</i> advocates at the district, community, and state levels for policies, programs, and resources that support the use of technology to better serve students and increase/expand student learning

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 3 – Systems Alignment			
Safe, Effective, Efficient School Operations Factors			
Policies and Laws Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains current knowledge of changes in state and federal law that affect school operations and students	<i>And</i> works with the board and district leaders to maintain a district policy system that aligns with state and federal laws	<i>And</i> works with the board and district leaders to align district policies, regulations, and procedures with the district mission, vision, goals, improvement strategies, and programs
	Ensures that the district follows all district, state, and federal policies, laws, and procedures	<i>And</i> establishes district routines and processes to carry out policies and laws	<i>And</i> ensures that the district uses data to regularly monitor, evaluate, and improve school routines and processes to carry out policies and laws
	Monitors and tracks school safety and student well being factors	<i>And</i> works with district leaders and staff to make data informed decisions regarding the improvement of school safety and student well being factors	<i>And</i> works with district leaders and staff to research, evaluate, and implement evidence based strategies to improve school safety and student well being
	Is familiar with and follows the provisions of employee contracts and other contractual agreements that pertain to the operations of the district	<i>And</i> works with the board and district leaders to understand and follow provisions of employee contracts and other contractual agreements that pertain to them	<i>And</i> works with the board and district and employee group leaders to establish processes for negotiations and contract maintenance
	Forms relationships with employee group leaders	<i>And</i> works with district leaders to establish a system for engaging with employee group leaders on a regular basis	<i>And</i> works with district leaders and employee group leaders to anticipate and address potential employee issues

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 3 – Systems Alignment			
Safe, Effective, Efficient School Operations Factors			
Systems, Processes, and Programs Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that district leaders and staff know and follow all rules, regulations, and program/fiscal requirements of state and federal funded programs utilized by the district	<i>And</i> works with district leaders and staff to align state and federal funded programs and services with district funded programs and services to meet the needs of students	<i>And</i> works with district leaders and staff to evaluate and revise state and federal funded programs as needed to achieve the district’s mission, vision, goals, and strategies
	Ensures that district leaders, staff and students understand and follow established school and district systems, processes and procedures	<i>And</i> solicits feedback from district leaders, staff, students, and parents on the effectiveness of district systems, processes and procedures	<i>And</i> works with district leaders and staff to evaluate and revise district systems, processes, and procedures to support district’s mission, vision, goals, and strategies
	Holds district leaders accountable for maintaining effective building and department level systems, processes and procedures	<i>And</i> works with district leaders to align building and department level systems, processes, and procedures with district systems, processes and procedures	<i>And</i> encourages district leaders to engage staff, students, and parents in designing and developing improved school-based systems, processes and procedures
	Monitors the alignment and reliability of district programs and services for students	<i>And</i> works with district leaders and staff to improve alignment of district programs and services for students	<i>And</i> works with district leaders and staff manage student transitions into, through, and out of district programs and services
	Ensure that programs and services are delivered with high fidelity to their district adopted plans and designs	<i>And</i> work with district leaders to establish criteria and measures for high fidelity implementation and/or delivery of district programs and services	<i>And</i> work with district leaders and staff to establish criteria and measures for high reliability in achieving the goals of district programs and services

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 3 – Systems Alignment			
Safe, Effective, Efficient School Operations Factors			
Fiscal and Material Resource Management Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that the district establishes and follows procedures for fiscal and resource management and accountability	<i>And</i> establishes a process for aligning and realigning fiscal, human, and material resources as needed to support district goals	<i>And</i> works with the board, administration, staff, parents, and community to seek out and secure additional sources of fiscal, human, and material support for district goals
	Regularly monitors the school's fiscal management and financial status	<i>And</i> regularly communicates with the board, administration, and staff regarding the school's fiscal management and financial status	<i>And</i> maintains transparency with all stakeholders regarding the school's fiscal management and financial status
	Maintains multiple year fiscal histories and projections	<i>And</i> works with the board and administration to analyze the district's fiscal history and projections	<i>And</i> works with the board and administration to set and achieve fiscal goals that align with the district and school improvement and strategic plans
	Ensures that district policies and procedures for the management of material, equipment, and facility resources are followed	<i>And</i> works with the board and administration to develop policies and procedures for the management of material, equipment, and facility resources	<i>And</i> works with the board, administration and staff to develop short and long range plans for acquisition, replacement, utilization, and management of material, equipment, and facility resources

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 3 – Systems Alignment			
Safe, Effective, Efficient School Operations Factors			
Human Resource Management Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with the board and administration to ensure that district human resource management practices are consistent with state and federal laws	<i>And</i> works with the board, administration, and staff to know and follow district human resource management practices, processes and procedures	<i>And</i> works with the board, administration, and staff to evaluate the effectiveness of the district’s human resource management practices and design improvements where needed to achieve district goals
	Works with the board and administration to follow district hiring, promotion, discipline, and dismissal practices and processes	<i>And</i> provides training and assistance as needed to district administrators on district hiring, promotion, discipline and dismissal practices and processes	<i>And</i> works with the board and district leaders to assess and improve district hiring, promotion, discipline and dismissal practices as needed to achieve district goals
	Works with district leaders to ensure that staff roles and responsibilities are communicated and understood	<i>And</i> works with district leaders to hire and/or assign people to positions based on capacity to meet the expectations of those positions	<i>And</i> works with the board and leadership team to differentiate roles and responsibilities as needed to meet the goals of the school and make optimal use of personnel knowledge, talents, and expertise

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 3 – Systems Alignment			
Safe, Effective, Efficient School Operations Factors			
Non-instructional Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that the district technology plan includes goals and strategies for supporting school and district non-instructional functions	<i>And</i> establish a process to evaluate the effectiveness of non-instructional technology systems and applications	<i>And</i> establishes a process for maintaining and expanding the district’s non-instructional technology resources as needed to achieve effective and reliable operations.
	Encourages and solicits innovative ideas for using technology to improve non-instructional school and district functions	<i>And</i> connects district leaders and staff to sources models, systems, and practices for using technology to manage district non-instructional	<i>And</i> establishes a process for field testing and evaluating innovative ideas for using technology to improve school and district non-instructional functions
	Ensures that the district and schools maintain up-to-date web-sites, web-based resources, and telecommunications resources	<i>And</i> works with district leaders and staff to fully utilize the district and school web sites, web-based resources, and telecommunication resources	<i>And</i> works with district leaders and staff to evaluate and improve utilization of district/school web sites, web-based resources and telecommunications resources

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 4 - Processes			
Community Building Factors			
Board Relations Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Develops relationships, rapport, and respectful interactions with the board	<i>And</i> assists board members in developing or enhancing relationships, rapport, and respectful interactions between themselves	<i>And</i> works with the board in developing or enhancing relationships, rapport, and respectful interactions with both the internal and external school community
	Works with the board and school community to develop and implement the district mission, vision, and strategic plan	<i>And</i> assists the board in establishing, monitoring, and achieving district strategic goals	<i>And</i> works with the board to communicate with both the internal and external school community regarding district strategic goals and progress in achieving those goals
	Works with the board to follow board established routines and processes for conducting board business (meetings, agendas, work sessions, etc.)	<i>And</i> assists the board in maintaining and using board routines and processes effectively to achieve district goals	<i>And</i> works with the board to evaluate and refine board routines and processes as needed to conduct board business in an effective, efficient, and ethical manner
	Works with the board to follow established processes for working and engaging with internal and external stakeholders (administration, staff, parents, students, and the community)	<i>And</i> assists the board in maintaining and using established processes for working with and engaging with internal and external stakeholders to achieve district goals	<i>And</i> works with the board to evaluate and refine processes for working with internal and external stakeholders to achieve district goals

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 4 - Processes			
Community Building Factors			
Leadership Team Relations Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Develops relationships, rapport, and respectful interactions with members of the district leadership team	<i>And</i> assists leadership team members in developing relationships, rapport, and respectful interactions between themselves	<i>And</i> works with the leadership team to develop relationships, rapport, and respectful interactions with both the internal and external school community
	Works with the leadership team to set priorities for their work based on the district mission, vision, and strategic plan and district/school improvement plans	<i>And</i> assists the leadership team in monitoring progress in achieving district and school goals and reporting on that progress to the board	<i>And</i> works with the leadership team to communicate with both the internal and external school community regarding district and school goals and progress in achieving those goals
	Works with the leadership team to establish and follow routines and processes for conducting leadership team business (meetings, agendas, work sessions, etc.)	<i>And</i> assists the leadership team in maintaining and using team routines and processes effectively to address district priorities and achieve district and school goals	<i>And</i> works with the leadership team to evaluate and refine team routines and processes as needed to conduct district business in an effective, efficient, and ethical manner
	Works with the leadership team to establish processes for working and engaging with internal and external stakeholders (administration, staff, parents, students, community, and lawmakers)	<i>And</i> assists the leadership team in maintaining and using established processes for working with and engaging with internal and external stakeholders	<i>And</i> works with the leadership team to evaluate and refine processes for working with internal and external stakeholders to achieve district goals and maintain effective, efficient, and ethical district operations

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 4 - Processes			
Community Building Factors			
Internal and External Stakeholder Relations Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Develops relationships, rapport, and respectful interactions with stakeholders (administrators, staff, students, parents, community members, and lawmakers)	<i>And</i> maintains high visibility with stakeholders by engaging both formally and informally, attending school, district and community functions, and scheduling time in schools	<i>And</i> establishes processes for collecting regular feedback from stakeholders on district programs and services and their interactions with district personnel
	Reviews and uses needs assessment and feedback from stakeholders	<i>And</i> uses needs assessment and feedback data to engage the board, administration and staff in improvement focused dialogue	<i>And</i> works with the board, administration and staff to interpret and respond to needs/concerns of stakeholders in making strategic and improvement plan decisions
	Welcomes and invites parents and community members to participate in the schools and district work	<i>And</i> works with the board and district leaders to enlist parents and community members for district and/or school organizations, committees, and governance	<i>And</i> ensures that a diverse representation of parents and community members actively participate in school organizations, committees, and governance
	Responds to parent and community members' concerns with respect and empathy	<i>And</i> works with the board and district leaders to engage parents and community members in dialogue about issues of common concern	<i>And</i> works with the board and district leaders to mobilize parents and community members in addressing issues of common concern
	Avoids marginalizing, patronizing, or giving advantage to any one group or individual	<i>And</i> encourages all sub-groups in the school community to be involved in the affairs of the school	<i>And</i> collaborates with all segments of the community in ways that contribute to the success of all students
	Maintains a district profile of student and community characteristics	<i>And</i> works with the leadership team and staff to interpret how data on student and community characteristics can be used to better serve students	<i>And</i> works with the board and leadership team to interpret how data on student and community characteristics informs the work of strategic planning
	Maintains a working knowledge of community based programs and services for students and families	<i>And</i> works with the community to coordinate services for students and families	<i>And</i> works with community leaders to develop external partnerships to enhance services for students and families

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 4 - Processes			
Community Building Factors			
Communications and Media Relations Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Communicates regularly with both internal and external stakeholders	<i>And</i> uses multiple communications tools; e.g. newsletters, surveys, letters, email, reports, phone calls, web-sites, social media, etc.	<i>And</i> , creates frequent opportunities for two-way communication using multiple venues; e.g. face-to-face meetings, forums, web sites, social media, and other interactive or on-line engagements
	Provides information to parents and the community about district student achievement results	<i>And</i> works with the board, leadership team, and staff to assist parents and the community in understanding and interpreting student achievement results	<i>And</i> works with the board, leadership team and staff to solicit parent and community feedback on student achievement results
	Encourages parents to be full partners in their child's education	<i>And</i> works with the leadership team and staff to provide parent information about assisting their children in developing learning goals	<i>And</i> works with the leadership team and staff to provide parent information about assisting their children in achieving academic and extra-curricular goals
	Spotlights school successes with the media	<i>And</i> creates partnerships with the media (television, radio, newspaper, etc.) to tell the school's story and cover important education issues	<i>And</i> develops a process for working with the media in a crisis or other highly charged situation

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 4 – Processes			
School and District Improvement Factors			
Collaborative Inquiry Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Raises questions about why and how student achievement results are what they are	<i>And</i> identifies and challenges assumptions about student achievement with multiple sources of evidence	<i>And</i> trains district leaders to raise questions about student learning and challenge assumptions collaboratively
	Creates district routines that engage that school leaders in examining student achievement results across the district	<i>And</i> assists district leaders in refining district and school routines to establish examination of student results as an important school routine	<i>And</i> works with the leadership team and staff to establish a collaborative inquiry process for examining student results and developing evidence based improvement goals and strategies
	Establishes leadership and staff teams to examine district student results	<i>And</i> works with the leadership team to train, facilitate, and support teacher teams (e.g. PLCs, Data Teams, etc.) to create evidence based instructional plans	<i>And</i> establishes SMART Goals, Action Research, or other team processes to carry out and assess improvement strategies

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 4 – Processes			
School and District Improvement Factors			
Systematic Use of Multiple Data Sources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Encourages district leaders and staff to analyze whole school and sub group data from multiple data types and sources	<i>And</i> works with district personnel to establishes multi-year trend analyses for multiple data types and sources	<i>And</i> works with district personnel and/or external experts to deepen student assessment data analysis by triangulating information from multiple data types and sources
	Works with the board, district leaders, and staff to establish strategic goals and improvement targets based on analyses of student background, school process, and student achievement data	<i>And</i> works with the board, district leaders and staff to revise strategic goals and improvement targets based on 3-5year trend analyses of student background, school process, and student achievement data	<i>And</i> works with district leaders and staff to further revise strategic goals and improvement targets based on 3-5 year trend analyses of student sub-groups; e.g. high, average, and low achievers, M/F, SES, students with disabilities, and members of various racial/cultural groups
	Develops an understanding of multiple forms of school data and how they inform school improvement <ul style="list-style-type: none"> • student background data • school process data • various types of student achievement data 	<i>And</i> works with district personnel to understand and use student background, school process, and various types of student achievement data	<i>And</i> works with district leaders and staff to establish district experts in the use and analysis of multiple data types and forms
	Works with district leaders and staff to establish benchmarks for tracking the implementation and effectiveness of school improvement strategies	<i>And</i> works with district leaders and staff to systematically collect data on benchmarks for tracking the implementation and effectiveness of school improvement strategies	<i>And</i> works with staff to replace or revise school improvement strategies as indicated by benchmarking data to achieve school improvement targets (goals)
	Uses student and school process data to assess his or her personal performance and impact	<i>And</i> works with district leaders to use student and school process data to assess their personal performance and impact	<i>And</i> works with district leaders to assist staff in using student and school data to assess their personal performance and impact

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 4 - Processes			
School and District Improvement Factors			
Data Systems Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge of the data collection, storage, security, retrieval, and analysis systems for the district	<i>And</i> ensures that all district leaders have a working knowledge of the district's data systems	<i>And</i> provides support and training for teachers and other staff in the use of the district's data systems
	Provides district leaders and staff with clear expectations regarding the use of the district's data systems	<i>And</i> establishes a process to monitor and support appropriate use of the district's data systems	<i>And</i> works with district leaders and staff to improve utilization of the district's data system to support school improvement goals
	Establishes expectations for tracking individual student achievement	<i>And</i> works with district leaders to help staff use the school's data system for classroom assessments and other classroom level generated data	<i>And</i> works with district leaders to assist staff in using the school's data systems to create individual student learning profiles
	Collects feedback on the effectiveness of the district data systems	<i>And</i> uses district personnel and data system providers to evaluate and recommend improvements to the district's data systems	<i>And</i> works with the board to respond to district needs for improving or replacing the district's data systems

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 4 - Processes			
School and District Improvement Factors			
Aligned Improvement, Monitoring, and Reporting Processes Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with the board, district leaders and staff to understand and use the school and district level improvement processes	<i>And</i> works with the board, district leaders and staff to evaluate and select strategic planning and school improvement models	<i>And</i> works with the board, district leaders and staff to insure district strategic planning and school improvement processes are aligned and complementary
	Works with the board, district leaders and staff to follow district improvement plans	<i>And</i> works with board, administration, and staff to develop high fidelity district and school improvement implementation plans	<i>And</i> , works with the board, administration, and staff to insure that district and school improvement plans are aligned and compatible
	Works with district leaders to follow the district and school improvement progress monitoring system	<i>And</i> works with the board, district leaders and staff to refine and or adapt the district and school improvement progress monitoring system as needed	<i>And</i> works with the board to provide adequate and appropriate data analysis systems to support the district progress monitoring system
	Works with district leaders to follow the district progress reporting process	<i>And</i> works with the board, district leaders and staff to prepare improvement progress reports for all designated audiences	<i>And</i> works with the board, district leaders, and staff to disseminate district improvement progress reports and engage designated audiences in feedback
	Works with the board and district leaders to provide basic training and support to district personnel on the district improvement, monitoring, and reporting processes	<i>And</i> works with the board, district leaders and staff to train and support leaders for the district school improvement process	<i>And</i> works with the board, to provide training and support to district leaders and staff for the preparation of high quality improvement progress reports for all designated audiences

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 5 – Capacity Building			
Human Capacity Development Factors			
Professional Learning Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Develops a personal professional growth plan based on district improvement goals and evaluation feedback	<i>And</i> updates and revises his/her personal professional growth plan based on school/district improvement data and performance evaluation feedback	<i>And</i> develops his/her professional growth plan based on evidenced-based practice for schools and school leaders
	Maintains active engagement with professional organizations and other sources of professional learning	<i>And</i> contributes research or research findings to inform professional growth and learning for district personnel	<i>And</i> contributes to local, state, or national professional learning projects or initiatives
	Ensures that district personnel develop professional growth plans through the district staff evaluation process	<i>And</i> ensures that district personnel are engaged in differentiated professional learning that address building and/or district school improvement plans	<i>And</i> ensures that district personnel are engaged in differentiated professional learning that address their individual growth plans
	Actively participates in district and/or external professional learning activities	<i>And</i> ensures that district personnel engage with and use educational research and best practice	<i>And</i> works with district leaders and staff to develop a professional learning system aligned with standards for professional learning*
	Collaborates with others to pursue professional learning	<i>And</i> develops a collaborative professional learning culture in the district	<i>And</i> works with district leaders and staff to evaluate the effectiveness of district professional growth and learning efforts based performance evaluations and student achievement data
	Seeks opportunities for personal mentoring and coaching	<i>And</i> works with district leaders and staff to design and implement an induction, mentoring, and coaching program for administrators and teachers	<i>And</i> evaluates the effectiveness of the induction, mentoring, and coaching program based on performance evaluations and student achievement data

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 5 – Capacity Building			
Human Capacity Development Factors			
Leadership Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Creates opportunities for staff to be involved in the decisions that affect the day-to-day operation of the schools and district	<i>And</i> creates opportunities for parents, staff, students and community members to play leadership roles in district initiatives and activities	<i>And</i> empowers others to lead and/or facilitate meetings, lead committees, and assume other leadership roles
	Works with building administrators to cultivate and recognize teacher leadership within the building	<i>And</i> works with building administrators to develop a collaborative culture where all staff share responsibility and leadership for student and school success.	<i>And</i> works with the board and district leaders to provide training, resources, and support to district (administrative and staff) leaders
	Seeks out the best candidates for district, school and teacher leadership roles	<i>And</i> develops emerging leaders through training, mentoring, coaching, and support	<i>And</i> works with the board to monitor and develop leadership capacity within the district and school community
	Works with building administrators to develop parent and student leaders	<i>And</i> , works with district leaders and staff to create meaningful leadership roles for parent and student leaders	<i>And</i> , work with the board to recognize and celebrate the contributions of administrative, staff, student, parent, and community leaders

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 5 – Capacity Building			
Human Capacity Development Factors			
Adaptation and Innovation Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Recognizes innovative and adaptive ideas offered by district leaders and staff to achieve district goals	<i>And</i> creates opportunities for district leaders and staff to offer innovative and adaptive ideas to achieve district and school goals	<i>And</i> empowers district leaders and staff to field test and evaluate innovative and adaptive ideas for achieving district and school goals
	Recognizes innovative and adaptive ideas offered by students, parents, and community members to achieve district goals	<i>And</i> creates opportunities for students, parents, and community members to offer innovative and adaptive ideas to achieve district and school goals	<i>And</i> engages district leaders and staff to work with students, parents, and community members in developing ideas for innovative and adaptive strategies to achieve district goals
	Seeks out and shares innovative and adaptive ideas from outside of the district	<i>And</i> creates opportunities for district leaders and staff to explore outside the district for innovative and adaptive ideas for achieving district goals	<i>And</i> works with the community, ISD/ESA, professional associations, and other public and private entities to explore and identify innovative and adaptive initiatives to achieve district and community goals
	Ensures that innovations and adaptations are evaluated	<i>And</i> works with district leaders and staff to disseminate and sustain innovations and adaptations that work	<i>And</i> works with the board to recognize and reward creators and implementers of innovations and adaptations that work

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 5 - Systems			
Human Capacity Development Factors			
Performance Evaluation Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that the district follows state and local procedures for staff and administrator performance evaluation	<i>And</i> assists district leaders and staff in understanding and participating appropriately in state and local procedures for staff and administrator performance evaluation	<i>And</i> establishes a system to monitor and evaluate district performance evaluation practices
	Ensures the district develops Individual Development Plans (IDPs) as needed to improve staff performance	<i>And</i> works with district leaders to involve staff as partners in the creation of Individual Development Plans (IDPs)	<i>And</i> works with district leaders to empower staff through the use of performance portfolios, peer observations, mentoring and coaching, and shared problem solving to improve staff performance
	Works with district leaders to establish processes for classroom observations and feedback	<i>And</i> provides training and coaching for district leaders to improve their observation and evaluation skills	<i>And</i> convenes discussions with district leaders and staff about observed classroom practices and the impact of those practices on students
	Solicits feedback on his or her own performance	<i>And</i> works with the board to establish and use a system/process for superintendent evaluation and feedback that aligns with other district performance evaluation processes	<i>And</i> works with the board to establish and use a system/process for board evaluation that aligns with other district performance evaluation processes

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 5 – Capacity Building			
Contextual and Political Factors			
Contextual and Political Awareness			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains current knowledge about the community through relevant information sources and engagement	<i>And</i> shares pertinent community information with district leaders and staff	<i>And</i> shares pertinent community information with the board and other community leaders
	Maintains current knowledge about state and federal education policy through relevant information sources and engagement with state and federal policy leaders	<i>And</i> shares pertinent information about state and federal education policy with district leaders and staff	<i>And</i> shares pertinent information about state and federal education policy with the board and other community leaders
	Maintains current knowledge about local, state, and federal laws and pending legislation	<i>And</i> shares pertinent information about local, state laws and pending legislation with district leaders and staff	<i>And</i> shares pertinent information about local, state laws and pending legislation with the board and other community leaders
	Is acquainted with local, state and federal officials and legislators	<i>And</i> assists the board and community leaders in becoming acquainted with local, state, and federal officials and legislators	<i>And</i> participates in the state and federal legislative process through professional associations, other political action or policy entities, and direct communications with officials and legislators

FORMATIVE RUBRICS for District Leader/Superintendent

Domain 5 – Capacity Building			
Contextual and Political Factors			
Education and Advocacy			
Ineffective	Minimally Effective	Effective	Highly Effective
	Assists the board in examining education issues and considering possible positions	<i>And</i> assists the board in communicating and explaining positions on education issues to the internal and external school community	<i>And</i> assists the board advocating their positions to community leaders, and state and federal legislators, and government officials
	Provides direct input to legislators on pending legislation	<i>And</i> assists the board in providing input to legislators on pending legislation	<i>And</i> assists parents, local community members, and community leaders in providing input to legislators on pending legislation
	Considers the best interests of students in developing positions on education policy and legislation	<i>And</i> works with the board, district leaders and staff to consider the best interests of students in developing district positions on education policy and legislation	<i>And</i> educates parents, community members and local officials regarding critical concerns for students in developing positions on education policy and legislation



SUMMATIVE RUBRICS FOR DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

The Summative Rubrics provide administrators and their evaluators with a condensed version of the Formative Rubrics for either the principal or central office/superintendent evaluation (see School ADvance Administrator Evaluation User Manual).

This set of Summative Rubrics is organized around the four practice domains and nine practice factors for the central office/superintendent evaluation framework and provides statements that capture the major elements of each characteristic in collapsed form.

The Summative Rubrics match directly to the School ADvance performance evaluation framework and Formative Rubrics for either the principal or central office/superintendent position. The summative statements can be used as the basis for the summative performance assessment and the Formative Rubrics can be used for formative assessment work (e.g. self-assessment, conferencing and dialogue, observations, evidence portfolios, etc.) and to provide clarity for developing performance improvement or personal growth plans.

Each item in the Summative Rubrics collapses several characteristics listed within the Formative Rubrics for each of the performance factors. Because the descriptors are collapsed, users should refer back to the Formative Rubrics when there is a question about what a Summative Rubric item means or what might be observable or documentable evidence for that item.

NOTE: No Summative Rubric is needed or provided for Domain 1—Results.

Color Key for Rubrics:

Domain
Factor
Characteristic

5 Performance Domains & 12 Performance Factors

Domain 1 – Results			
Student, Teacher, and School Results Factors			
Teacher Results, Based on Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of district teachers whose students meet established student achievement targets* on specified assessments**; and/or	Meets established goal(s) for the percentage of district teachers whose students meet student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of district teachers whose students meet student achievement targets* on specified assessments**; and/or
Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of district students who meet established student achievement targets* on specified assessments**; and/or	Meets established goal(s) for the percentage of district students who meet student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of district students who meet student achievement targets* on specified assessments**; and/or
Student Results Item: Achievement Gaps Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in reducing the size of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Meets established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Exceeds established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or
School Results Item: Improved School Programs and Process Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement on identified district process and program improvement targets based on the district's improvement plan***	Meets established annual school process and program improvement targets based on the district's improvement plan***	Exceeds established annual school process and program improvement targets based on the district's improvement plan***



SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Explanations of Page 1 asterisk items for District Results

*This approach allows the district to establish student achievements targets for the district and each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement. **Where possible, School ADvance recommends that student achievement targets be set around individual student growth using a robust statistical algorithm that accounts for variability in student and other factors. This may require technical assistance through a qualified statistician or the purchase of data analysis services through a qualified source.** Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.

**This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level, based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

***This approach allows the district to establish both student and school level process/program improvement targets based on the district's school improvement plan. This approach also allows the district to use a combination of student achievement, school process data, student engagement, attendance, behavior, perception, and other data as appropriate and available to monitor progress on the district's improvement plan.

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Mission and Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains and communicates an informed vision of success for all students	<i>And</i> , engages stakeholders for shared commitment and responsibility to achieving a shared and informed vision of success for all students	<i>And</i> assists all stakeholders in maintaining focus, commitment, and consistent monitoring to achieve the shared and informed vision of success for all students
Goals and Expectations Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes, stays focused on, and monitors own performance related to clearly articulated goals and expectations of success for all students	<i>And</i> works with the board, administration, and staff to establish and monitor shared goals and high performance expectations in service of the district mission and vision for student success	<i>And</i> works with parents and other community stakeholders to establish and monitor progress on shared goals and high performance expectations in service of the district mission and vision for student success

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 2 – Leadership			
Culture Factors			
Values, Beliefs, Principles, and Diversity Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Holds, communicates, and acts in accordance with values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others	<i>And</i> assists the board in establishing district values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others	<i>And</i> works with district leaders, staff, students, parents, and the community to develop shared district values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others
Language, Traditions, Celebrations, and Stories Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Uses a variety of means to celebrate communicate, and build upon the history, traditions, mission, and vision of the district	<i>And</i> works with the board, administration, staff and students to develop shared language, traditions, and stories that communicate and celebrate the mission and vision of the district	<i>And</i> works with the board, administration and staff to engage and enlist students, parents and the community in celebrating the district and community’s shared history, traditions, accomplishments, and future aspirations.

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 2 – Leadership			
Leadership Behavior Factors			
Informed Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Takes personal responsibility to stay informed on evidence based practices to support his/her personal leadership and the work of the district	<i>And</i> guides the board, administration, and staff to stay informed on evidence based practices to support the work of the district and establish district and school goals	<i>And</i> works with the board, administration and staff to use multiple sources of evidence to establish priorities among research supported practices to inform the work of the district and establish district and school level goals
Strategic and Systemic Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the district	<i>And</i> works with administration and staff to establish and maintain focus on both short/long term priorities and systemic strategies that align with school and district goals	<i>And</i> works with the board to develop and remain focused and persistent in achieving a systemic plan that increases compatibility and sustainability of district priorities and strategies

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 2 – Leadership Continued			
Leadership Behavior Factors Continued			
Fair, Legal, Honest, and Ethical Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Conducts his/her work in a fair, legal, and ethical (i.e. professional) manner	<i>And</i> assists the board in holding district personnel accountable for fair, legal, and ethical conduct	<i>And</i> works with the board, administration, staff, students and parents to establish district policies, practices, and culture that support fair, legal, and ethical conduct
Adaptive and Resilient Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains effective personal work habits and adopts new skills and practices as needed to be effective in his/her work	<i>And</i> models and sets expectations for administration and staff to use habits of reflective practice, personal growth, adaptation, renewal, reliability, and consistency	<i>And</i> works with the board to recognize and reward habits of reflective practice, personal growth, adaptation, renewal, reliability, and consistency

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 3 – Systems Alignment			
High Quality and Reliability Instructional Program Factors			
Guaranteed and Viable Curriculum Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff understand and use the district curriculum consistently and appropriately to plan and deliver instruction	<i>And</i> ensures that the district curriculum aligns with state and national standards and is appropriate for all district students	<i>And</i> works with building leaders to ensure that the district curricular and extra-curricular programs are appropriate for the student population and understood by all students and parents
Research Based and Differentiated Instruction Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes processes for teachers and administrators to identify and apply evidence-based instructional practices	<i>And</i> works with district leaders to establish expectations and support for differentiated instruction and intervention using evidence-based strategies to meet the needs of all students	<i>And</i> establishes reliable processes for teachers to regular monitor, evaluate, adapt, and improve instructional strategies to meet the needs of all students

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 3 – Systems Alignment Continued			
High Quality and Reliability Instructional Program Factors Continued			
Standards Based Assessment and Feedback Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Develops the knowledge and skill of teachers and administrators in applying effective assessment and feedback practices	Ensures that teachers and administrators use effective assessment and feedback practices to improve student learning	<i>And</i> establishes a fully coordinated and comprehensive district assessment and feedback system that guides teachers and administrators in using assessment results to improve student learning
Technology to Expand Learning Opportunity Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that the district develops and maintains a technology plan that addresses technology for teaching, learning, and school operations	<i>And</i> works with administration and staff to ensure that the plan reflects best practices for expanding and enhancing learning access and opportunity for students	<i>And</i> provides advocacy and opportunity for administrators, staff, and students to pursue and implement innovative uses of technology to achieve district goals

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 3 – Systems Alignment			
Safe, Effective, Efficient School Operations Factors			
Policies and Laws Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains current knowledge of and acts in accordance with state and federal laws, school safety practices, employee contracts, and district policies	<i>And</i> works with district leaders to inform and hold district personnel accountable for adherence to state and federal laws, school safety practices, employee contracts, and district policies	<i>And</i> works with the board and district leaders to align and monitor district policies, regulations and procedures with the district mission, vision, and goals as well as state and federal laws and contractual agreement
Systems, Processes, and Programs Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Trains district leaders and monitors adherence to state, federal, and district laws, policies, and program requirements	<i>And</i> works with district leaders to maintain and improve systems alignment and solicit stakeholder feedback on the effectiveness of district and school programs, services, policies, processes, and procedures	<i>And</i> works with district leaders, staff, and stakeholders to update and adapt district programs, services, policies, processes and procedures as needed to support the district’s mission, vision, and goals and remain consistent with current laws.
Fiscal and Material Resource Management Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains district-wide adherence to established fiscal and resource management policies, systems, and processes, and procedures	<i>And</i> works with the board and administration to establish policies and procedures for fiscal and resource management that include processes for multiple year tracking, alignment and realignment, communication, and future projections	<i>And</i> works with the board to establish fiscal and resource management goals that support the district mission and vision, maintain transparency with all stakeholders, establish update and replacement systems for hard assets, and seek out/secure new resources

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 3 – Systems Alignment Continued			
Safe, Effective, Efficient School Operations Factors Continued			
Human Resource Management Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with the board and district administration to align and follow district personnel practices with state/federal laws, district policies, job descriptions, employment policies, and contracts	<i>And</i> works with the board and administration to provide training to district personnel regarding effective, hiring, assignment, promotion, discipline, dismissal, and performance evaluation policies, practices, and procedures	<i>And</i> works with the board and administration to evaluate and improve district hiring and employment practices and align district roles and responsibilities to achieve the district's mission, vision, and goals
Non-instructional Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes a district technology plan with goals and strategies for operations and communications and ensures that the district maintain up-to-date communications through web sites and telecommunications tools	<i>And</i> establishes a regular cycle for evaluating non-instructional technology resources, examining new options for improved operations and communications, and refining web-based and telecommunications resources	<i>And</i> establishes processes for testing and evaluating innovative ideas and funding for improved operations and communications technologies

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 4 - Processes			
Community Building Factors			
Board Relations Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works to build positive relationship with the board, establish the district mission, vision, and goals, conduct effective board routines, and engage internal and external stakeholders	<i>And</i> assists the board to enhance internal board relations, monitor progress in achieving the district mission, vision, and goals, and follow effective board routines and procedures, and work effectively with internal and external stakeholders to achieve district goals	<i>And</i> works with the board to enhance relationships and communications with internal and external stakeholders, refine board routines and processes, and improve levels of engagement with internal and external stakeholders to achieve the district’s mission, vision, and goals
Leadership Team Relations Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with district leaders to build productive relationships and follow established processes and administrative work routines to carry out the district mission, vision, and goals and engage internal and external stakeholders	<i>And</i> works with district leaders to build effective leadership team relations and operations in service of the district mission, vision, goals, and both internal and external stakeholders	<i>And</i> works with the leadership team to systematically evaluate and refine leadership team operations for working and communicating with internal and external stakeholders and carrying out the district mission, vision, and goals

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 4 – Processes Continued			
Community Building Factors Continued			
Internal and External Stakeholder Relations Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Demonstrates current knowledge about the district and community and maintains open, responsive, and respectful interactions with parents, students, and the community	<i>And</i> is highly visible in both the schools and the community, encourages parent and community involvement in the schools, and solicits student, parent, and community feedback to inform the work of the district.	<i>And</i> establishes systems to collect and interpret feedback and community data, inform the board and community of district issues and concerns, mobilize parent and community involvement, and establish community partnerships to establish and achieve district goals and better serving students
Communications and Media Relations Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Communicates regularly with internal and external stakeholders and the media on student achievement, ways to be involved, and other areas of public concern	<i>And</i> works with the board and administration to build a multi-faceted communications plan to keep both internal and external stakeholders informed, involved, and knowledgeable about the district and the schools	<i>And</i> works with the board and administration to establish a regular system of two-way communications with parents and the community, involve parents in their child’s education, and work with the media for ongoing and special or crisis situations

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 4 – Processes			
School and District Improvement Factors			
Collaborative Inquiry Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes and participates in leadership and staff teams that examine student results	<i>And</i> works with district leaders and staff to challenge assumptions, raise questions, and develop and train personnel on analytical team processes for examining district data and establishing improvement goals	<i>And</i> trains district leaders to challenge assumptions, raise questions and conduct collaborative inquiry and data analysis processes that lead to creating SMART Goals, Action Research and other team processes designed to establish, carry out and evaluate improvement strategies
Systematic Use of Multiple Data Sources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with the board, district leaders, and staff to use multiple forms of data to identify district, school, program, and personal performance improvement targets, select strategies, and monitor progress	<i>And</i> works with the board, district leaders, and staff to establish personal, program, school, and district performance improvement targets and identify success indicators, progress benchmarks, and trends using student background, school process, and student achievement	<i>And</i> develops data experts to assist the board, district leaders and staff with achieving deeper understanding of program, student, and personnel performance data, and using data more effectively in developing improvement goals and strategies

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 4 – Processes Continued			
School and District Improvement Factors Continued			
Data Systems Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Is knowledgeable about and sets clear expectations for district personnel to use the district’s data collection, storage, security, retrieval, and analysis systems to monitor student progress and program quality	<i>And</i> provides training and support for district leaders to learn, use, and provide evaluation feedback on district data systems for student assessment school improvement, progress monitoring, personnel evaluation, and results reporting	<i>And</i> provides training and support for teachers to learn, use, and provide evaluation feedback on district assessment and data systems and use the data systems to develop classroom and individual student learning profiles.
Aligned Improvement, Monitoring, and Reporting Processes Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with the board, district leaders, and staff to understand and follow the district school improvement, monitoring, and reporting processes and procedures	<i>And</i> works with the board, district leaders, and staff to provide training for and opportunities to evaluate the district school improvement, monitoring, and reporting processes and procedures	<i>And</i> works with the board, district leaders, and staff to ensure that all district planning and improvement processes are well aligned, yield compatible improvement plans, and are supported by district data, monitoring, and reporting systems

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 5 – Capacity Building			
Human Capacity Development Factors			
Professional Learning Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Develops a personal growth plan and ensures that district leaders and staff create their own personal growth plans in accordance with the district performance evaluation and professional learning systems	<i>And</i> establishes processes for self and others to inform personal growth plans with data and research, work together to shape a professional learning culture, and develop an induction, mentoring and coaching program for administrators and teachers	<i>And</i> establishes, evaluates, and participates in a district professional learning system aligned with standards for professional learning and the district induction, mentoring, and coaching and personnel evaluation systems
Leadership Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with the board and district leaders to involve staff in school decision making processes and develop staff, student, and parent leaders	<i>And</i> provides meaningful leadership roles for staff, students, parents and community members, training to develop leaders, and mentoring and coaching to support leaders.	<i>And</i> empowers emerging and established leaders, recognizes and supports their work, and celebrates their contributions

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 5 – Capacity Building Continued			
Human Capacity Development Factors Continued			
Adaptation and Innovation Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Seeks out, encourages, and recognizes adaptive and innovative ideas from district leaders, staff, students, parents, community members, and outside sources	<i>And</i> creates opportunities for district personnel, students, parents and community members to explore outside resources for innovative and adaptive ideas	<i>And</i> empowers district leaders, staff and others to test, evaluate, and disseminate innovative and adaptive ideas that help achieve district goals and works with the board to recognize and reward those contributions
Performance Evaluation Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that district personnel understand and follow all state laws and district personnel evaluation processes and procedures including the conduct of observations and feedback and development of personal growth or individual development plans (IDP)	<i>And</i> works with the board and district leaders to align staff, principal, and central office evaluation processes with state requirements and research based practices and provide training and coaching to all district personnel on the district performance evaluation system	<i>And</i> works with the board, district leaders and staff to monitor and evaluate the district evaluation system, including evidenced based performance portfolios, supervisor and peer observations, conferencing, mentoring and coaching, and team based performance improvement

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Developed by MASA and Michigan ASCD

Domain 5 – Capacity Building			
Contextual and Political Factors			
Contextual and Political Awareness			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains and uses current knowledge about the community, State and federal education laws, pending legislation, Michigan Department of Education regulations, and local State and federal legislators	<i>And</i> keeps district leaders and staff informed on pertinent information regarding the community, State and federal laws and guidelines, legislative matters, and opportunities for advocacy with State and federal legislators	<i>And</i> informs the board and community leaders on pertinent information regarding the community, State and federal laws and guidelines, legislative matters, and opportunities for advocacy with State and federal legislators
Education and Advocacy			
Ineffective	Minimally Effective	Effective	Highly Effective
	Assists the board in examining education issues, establishing positions that advocate for the best interests of students, and communicating those positions to legislators	<i>And</i> assists the board in communicating and explaining positions on education issues to internal and external stakeholders and legislators.	<i>And</i> assists the board in advocating their positions to community leaders, state and federal legislators, and government officials and in educating their public on issues of critical concern for students



SUMMATIVE RUBRICS

For PRINCIPAL Evaluation

by Domain, Factor, and Characteristic

The Summative Rubrics provide administrators and their evaluators with a condensed version of the Formative Rubrics for either the principal or central office/superintendent evaluation (see School ADvance Administrator Evaluation User Manual). This set of Summative Rubrics is organized around the four practice domains (Domains 2-5) and eight practice factors for the principal evaluation framework and provides statements that capture the major elements of each characteristic in collapsed form. The Summative Rubrics match directly to the School ADvance performance evaluation framework and formative rubrics for either the principal or central office/superintendent position. The summative statements can be used as the basis for the summative performance assessment and the Formative Rubrics can be used for formative assessment work (e.g. self-assessment, conferencing and dialogue, observations, evidence portfolios, etc.) and to provide clarity for developing performance improvement or personal growth plans.

Each item in the Summative Rubrics collapses several characteristics listed within the Formative Rubrics for each of the performance factors. Because the descriptors are collapsed, users should refer back to the Formative Rubrics when there is a question about what a Summative Rubric item means or what might be observable or documentable evidence for that item.

NOTE: There is no Summative Rubric needed or provided for Domain 1–Results

Color Key for Rubrics:

Domains
Factors
Characteristic

5 Performance Domains & 9 Performance Factors

Domain 1 – Results			
Student, Teacher, and School Results Factors			
Teacher Results, Based on Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of teachers whose students meet established student achievement targets* on specified assessments**; and/or	Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified assessments**and/or
Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of building students who meet established student achievement targets* on specified assessments**; and/or	Meets established goal(s) for the percentage of building students who meet student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of building students who meet student achievement targets* on specified assessments**; and/or
Student Results Item: Achievement Gaps Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in reducing the size of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Meets established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Exceeds established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or
School Results Item: Improved School Programs and Process Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement on identified school process and program improvement targets based on the school’s improvement plan***	Meets established annual school process and program improvement targets based on the school’s improvement plan***	Exceeds established annual school process and program improvement targets based on the school’s improvement plan***



SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

PRINCIPAL Evaluation Instrument: 5 Performance Domains & 9 Performance Factors

*This approach allows the district to establish student achievements targets for each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement. Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.

**This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

***This approach allows the district to establish both student and school process/program improvement targets based on the principal's school improvement plan based on a combination of student achievement, school process data, student engagement, attendance, behavior, perception, and other data as appropriate and available to monitor progress on the school's improvement plan.

SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Personal Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains and communicates an informed vision of success for all students	<i>And</i> advances his/her personal vision in ways that honors and celebrates diversity and the worth of every individual	<i>And</i> sets both an example and an expectation for treating all persons with civility, respect, and dignity
Shared Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with staff, students, parents, and community to build a shared vision of learning for all students	<i>And</i> enlists staff, students, and parents in working on and regularly updating the shared vision based on current information	<i>And</i> monitors progress, aligns resources, and fosters innovation to achieve the shared vision based on valid measures of success

SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

Domain 2 - Leadership			
Leadership Work and Behavior Factors			
Informed Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Uses valid data, information, and research to inform goals, strategies, and practices	<i>And</i> guides staff to use multiple sources of data, information and research to inform goals, strategies, and practices	<i>And</i> works with staff to use data, information, and research to set priorities, evaluate school programs, and collaborate for improved results
Strategic and Systemic Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school	<i>And</i> works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals	<i>And</i> works with staff, students and parents to link school priorities and strategies into a systemic plan to achieve school and district goals
Fair, Legal, Honest, Ethical and Professional Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Conducts his/her work in a fair, legal, and ethical manner	<i>And</i> , holds school personnel accountable for fair, legal, and ethical conduct	<i>And</i> contributes to policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct
Resilient Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains effective personal work habits, is reliable and consistent in fulfilling responsibilities, and renews personal commitment	<i>And</i> models and sets expectations for staff to use habits of reflective practice, personal growth and renewal, reliability, and consistency	<i>And</i> establishes school routines that support and recognize habits of reflective practice, self-assessment, and personal renewal

SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

Domain 3 – Programs			
High Quality/Fidelity/Reliability Instructional Program Factors			
Curriculum Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction	<i>And</i> ensures that staff communicates curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core curriculum standards and differentiate instruction to meet the needs of all students	<i>And</i> assists staff in interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the curriculum relevant for all students and understood by all parents
Instruction Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge of effective instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs	<i>And</i> assists staff in developing a repertoire of research based instructional practices that support active student learning, differentiation, and tiered interventions where needed to meet student needs	<i>And</i> establishes school processes and routines that engage teachers in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies to meet the needs of all students
Assessment Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge of assessment practices and instruments and works with staff to follow ethical, legal, and valid practices in using data to communicate about student progress	<i>And</i> provides training and support for staff to become assessment literate and competent in analyzing and interpreting assessment results to communicate student progress, set learning goals, and make decisions that affect students	<i>And</i> works with staff to establish building and district systems, processes, policies, training, and shared leadership for effective assessment and feedback practices

SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

Domain 3 – Programs			
Safe, Effective, Efficient School Operations Factors			
Policies, Laws, and Procedures Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains current knowledge and acts in accordance with state and federal laws, school safety practices, employee contracts, and district policies	<i>And</i> informs and holds staff accountable for adherence to state and federal laws, school safety practices, employee contracts, and district policies	<i>And</i> monitors, evaluates, and improves school routines and processes to better align and support legal, safe, and ethical school operations and to develop positive employee relations
Systems, Processes, and Procedures Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Follows district and establishes school systems, processes, and procedures that guide the operation of the school	<i>And</i> ensures that staff and students understand, follow, and evaluate the systems, processes, and procedures of the school and district	<i>And</i> works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes, and procedures
Allocation and Management of Resources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes procedures for and regularly monitors the school's fiscal management and financial status	<i>And</i> communicates with staff about the school's financial status and develops processes for aligning and realigning resources to support school goals	<i>And</i> communicates and collaborates with staff, central office, and stakeholders about the school's financial status and securing resources to achieve school goals

SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

Domain 4 – Processes			
Community Building Factors			
Relationships Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Forms relationships with staff, students, families and the broader school community	<i>And</i> , is involved in the community as an advocate for the schools and regularly assesses and ensures that the school responds to the needs of a diverse school community	<i>And</i> , works with the community to form partnerships, coordinate services, seek out resources and support, and advocate for the school
Inclusion Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Welcomes and invites parents and members of the diverse community to be involved with the school	<i>And</i> responds to concerns of students, parents, and the community—involving them in ways that are meaningful and relevant	<i>And</i> ensures all segments of the community are included, involved, respected, and valued
Communications Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Communicates regularly with internal and external stakeholders about student achievement	<i>And</i> uses a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school	<i>And</i> establishes a regular system of two-way communication with parents, community, and media, while involving parents in their child’s education

SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

Domain 4 – Processes			
Evidenced Based and Data Informed Decision Making Factors			
Collaborative Inquiry Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Creates school routines to examine and question student and school results	<i>And</i> establishes and works with staff teams to challenge assumptions, raise questions, and interpret multiple sources of student results to create evidence based instructional plans	<i>And</i> trains teachers to lead collaborative inquiry, assist colleagues in developing evidence based goals and strategies, and disseminate successful improvement work
Systematic Use of Multiple Data Sources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Works with staff to use multiple forms of student data (including sub-groups) and school data to identify school improvement goals	<i>And</i> works with staff to analyze multiple year student data (including sub-groups) and school data trends and select evidence-based strategies to achieve the school improvement goals	<i>And</i> works with staff to deepen student and school data analysis with triangulated data points, sub-scores, etc. to evaluate and revise school improvement goals and strategies
Data Systems Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Is knowledgeable about, and sets clear expectations for, staff use of the school's data systems	<i>And</i> ensures that staff are knowledgeable and monitored in their use of the school's data systems for classroom assessment and progress monitoring	<i>And</i> provides staff training and support to use the school's data system for collecting, analyzing, and interpreting multiple forms of data for progress and performance monitoring

SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

Domain 5 – Systems			
Technology Integration and Competence Factors			
Personal Use of Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications	<i>And</i> models personal use of technology, participates in electronic learning communities, and makes creative use of technology to enhance communications and accomplishment of job responsibilities	<i>And</i> learns and uses emerging technologies to increase productivity, develop leadership, and expand staff use of technology
Learning and Teaching with Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff have the necessary training, support, direction, and monitoring to make effective use of technology for communications and routine job responsibilities	<i>And</i> assists staff in exploring new uses for instructional technology, ensuring that technology is integrated into school plans for improving curriculum management, instruction, and assessment	<i>And</i> provides leadership, advocacy, and creative solutions for school and district level use of technology to improve parent and community involvement, expand student learning opportunities, improve the monitoring and communication of student progress and adapt the teaching and learning environment for better student results
Leadership for Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Builds a shared vision with staff and parents for using technology to enhance classroom instruction and improve student results	<i>And</i> works with staff to identify evidence-based technology practices that improve instruction, extend learning opportunities and foster student and parent engagement in the learning process	<i>And</i> provides leadership for district policies and practices that encourage and recognize staff initiative and innovative use of technology to improve student results

SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

Domain 5 – Systems			
Human Capacity Development Factors			
Professional Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Develops a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance evaluation and/or staff induction, mentoring, and coaching systems	<i>And</i> establishes processes for self and staff to refine personal growth plans with data and research, while engaging in professional learning and performance evaluation	<i>And</i> works with staff to evaluate the school’s professional learning culture and the impact of internal and external professional learning on student results
Leadership Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Involves staff in school decision making processes and recognizes staff leadership	<i>And</i> helps staff build a culture where they share responsibility and leadership for day-to-day operations, student and school success, professional learning, and involvement of students, parents, and community in the work of the school	<i>And</i> identifies, develops, and supports staff, student, and parent leaders with the training, mentoring, and coaching needed to carry out meaningful leadership roles in the school

SUMMATIVE RUBRICS—Principals

Developed by MASA and Michigan ASCD

Domain 5 – Systems Continued			
Human Capacity Development Factors Continued			
Performance Evaluation Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback, and development of personal growth or individual development plans (IDP)	<i>And</i> works to improve his/her personnel evaluation skills and strategies, increase staff understanding and participation in their own performance evaluations, and use performance evaluation to achieve improved student results	<i>And</i> involves staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the performance evaluation process
Productivity Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work	<i>And</i> makes evidence based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes	<i>And</i> differentiates and adapts staff roles and responsibilities to achieve the goals of the school using staff, student, and parent feedback to evaluate/improve school routines to increase productivity



FORMATIVE RUBRIC for Principal

5 Performance Domains & 9 Performance Factors

Domain 1 – Results			
Student, Teacher, and School Results Factors			
Teacher Results, Based on Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of teachers whose students meet established student achievement targets* on specified assessments**; and/or	Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified assessments**and/or
Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of building students who meet established student achievement targets* on specified assessments**; and/or	Meets established goal(s) for the percentage of building students who meet student achievement targets* on specified assessments**; and/or	Exceeds the established goal(s) for the percentage of building students who meet student achievement targets* on specified assessments**; and/or
Student Results Item: Achievement Gaps Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in reducing the size of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Meets established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or	Exceeds established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or
School Results Item: Improved School Programs and Process Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement on identified school process and program improvement targets based on the school’s improvement plan***	Meets established annual school process and program improvement targets based on the school’s improvement plan***	Exceeds established annual school process and program improvement targets based on the school’s improvement plan***



FORMATIVE RUBRIC for Principal

PRINCIPAL Evaluation Instrument: 5 Performance Domains & 9 Performance Factors

*This approach allows the district to establish student achievements targets for each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement. Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.

**This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

***This approach allows the district to establish both student and school process/program improvement targets based on the principal's school improvement plan based on a combination of student achievement, school process data, student engagement, attendance, behavior, perception, and other data as appropriate and available to monitor progress on the school's improvement plan.



FORMATIVE RUBRIC for Principal

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Personal Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has established and regularly shares his or her personal vision for students and the school	<i>And</i> demonstrates how his or her vision is informed by research and evidence based models or examples	<i>And</i> inspires staff, parents and students to formulate their own personal vision for learning, service to students, and the school
	Holds a personal vision that honors and celebrates diversity and the worth of every individual	<i>And</i> carries out his/her role as principal in ways that honor and celebrate diversity and the worth of every individual	<i>And</i> inspires others in the school community to behave in ways that honor and celebrate diversity and the worth of every individual
	Seeks out opportunities to learn and grow personally and professionally	<i>And</i> engages staff in seeking out opportunities to learn and grow personally and professionally	<i>And</i> establishes a culture of continuous learning among the staff, parents, and students of the school
	Demonstrates civility, respect, and dignity in personal and professional interactions	<i>And</i> sets expectations for staff, parents, and students to treat each other with civility, respect, and dignity	<i>And</i> monitors the school culture and environment to insure that each person is treated with civility, respect, and dignity

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Shared Vision Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Solicits and includes staff, parents, students, and community input in creating a shared vision for the school	<i>And</i> develops and maintains collaborative processes to achieve commitment from all stakeholders to a shared vision for the school	<i>And</i> uses the shared school vision to set goals, shape dialogue and decisions, focus effort, and allocate resources
	Ensures that the school vision is clear in setting learning expectations for all students	<i>And</i> is persistent in helping the school achieve its vision of learning for all students	<i>And</i> maintains consistent monitoring of progress in achieving the vision of learning for all students
	Keeps the focus on the evidence of student learning for staff, parents, and students	<i>And</i> ensures that the school uses valid measures of student learning based on established performance standards	<i>And</i> ensures that students receive regular feedback through valid measures of student learning based on established performance standards
	Maintains a current perspective to inform the school’s vision	<i>And</i> engages staff, parents, and students with current information to inform the school’s vision	<i>And</i> engages, staff, parents, and students with innovative ideas to inform the school’s vision

FORMATIVE RUBRIC for Principal

Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Informed Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that school goals are based on evidence of need from school and student data	<i>And</i> works with staff to examine and interpret multiple sources of evidence from school and student data in setting school goals	<i>And</i> works with staff to examine and interpret multiple sources of evidence from school and student data for determining priorities among school goals
	Ensures that the school adopts research supported practices and strategies to support school goals	<i>And</i> works with staff to evaluate research supported practices and strategies based on school and student data <i>And</i> works with staff to develop high fidelity school improvement implementation plans	<i>And</i> works with staff to set priorities among research supported practices and strategies based on school and student data before adopting and committing school resources to implementation <i>And</i> develops evaluation plans for selected strategies that include the collection of school and student data to monitor and adjust implementation as needed to achieve the school goals
	Uses reliable sources to stay informed on evidence-based practices and strategies	<i>And</i> , sets expectations for staff to use and share reliable sources of evidence- based practice and strategy	<i>And</i> contributes to a district culture of informed leadership through accessing and sharing reliable sources of evidence-based practice and strategy

FORMATIVE RUBRIC for Principal

Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Strategic and Systemic Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes both short- and long-term leadership priorities for his or her work based on school and district goals	<i>And</i> ensures that individual staff establish both short- and long-term priorities for their work based on school and district goals	<i>And</i> ensures that the school maintains focus on a set of short- and long-term priorities based on school and district goals
	Ensures that the priorities and strategies that drive the work of the school are compatible with one another	<i>And</i> ensures that the priorities and strategies that drive the work of the school are sustainable, both individually and collectively	<i>And</i> increases compatibility and sustainability of school priorities and strategies by linking them together into a systemic plan to meet school goals <i>And</i> works with district leaders to link school-based priorities and strategies into a district-wide systemic plan to achieve school and district goals
	Maintains focus on school goals and priorities	<i>And</i> is persistent in achieving school goals and priorities while resolving issues and problems as they arise	<i>And guides</i> staff, students, and parents to remain focused on and persistent in achieving school goals and priorities

Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Fair, Legal, Honest, Ethical and Professional Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Stays informed on and adheres to relevant school laws, policies, and procedures	<i>And</i> ensures that staff are informed and follow relevant school laws, policies, and procedures	<i>And</i> contributes to district development of school policies and procedures that are consistent, fair, legal, ethical, and in the best interests of students
	Establishes a personal track record of truthfulness and honesty	<i>And</i> holds staff and students to high standards of truthfulness and honesty	<i>And</i> establishes a school culture where truthfulness, honesty, and integrity are valued, honored, and recognized
	Treats all persons fairly	<i>And</i> sets school-wide expectations for the fair treatment of all persons	<i>And</i> recognizes and rewards fairness and fair play among staff, students, and parents
	Establishes a personal track record of ethical decision making	<i>And</i> maintains transparency in personal and school decision making processes	<p><i>And</i> establishes a school culture in which staff and students engage regularly around issues of ethics, integrity, and fairness</p> <p><i>And</i> contributes to the establishment of a school and district track record of fair and ethical decision making</p>

Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Resilient Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes effective personal work habits	<i>And</i> uses habits of reflection and introspection to assess personal effectiveness and establish personal improvement goals	<i>And</i> seeks out and utilizes multiple sources of feedback to assist in assessing personal effectiveness and establishing personal improvement goals <i>And</i> establishes a school culture that assists staff and students with personal renewal, including processes of reflection and introspection
	Is reliable and consistent about personal attendance and fulfillment of responsibilities	<i>And</i> establishes expectations of staff, students, and parents for attendance and fulfillment of responsibilities	<i>And</i> establishes processes to provide staff, students, and parents assistance in improving attendance and fulfillment of responsibilities <i>And</i> provides recognition for consistent staff, student, and parent attendance and fulfillment of responsibilities
	Attends to the renewal of personal inspiration and commitment to the work of educating and serving students	<i>And</i> openly shares and models the ideas that are the sources of personal inspiration and commitment to the work of educating and serving students	<i>And</i> provides opportunities for staff, students, and parents to share their sources of personal inspiration and commitment to education and service to family, community, and country

FORMATIVE RUBRIC for Principal

Domain 3 – Programs			
High Quality/Fidelity/Reliability Instructional Program Factors			
Curriculum Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has knowledge of and understands the school/district core curriculum standards	<i>And</i> works with staff to understand and adhere to both the horizontal and vertical alignment of the curriculum across grade levels, curriculum areas, and programs	<i>And</i> works with staff to unpack and interpret state and district curriculum standards at the building and/or district level
	Ensures that all staff have and are using curriculum documents including essential performance (or power) standards, learning objectives and other curriculum references for their grade level, content, and program areas	<i>And</i> works with staff to develop and/or understand and give priority to the essential core curriculum (or power) standards for their grade level, content, and program areas <i>And</i> monitors the teaching of the core curriculum (or power) standards through regular classroom visits, engagements with teachers, and examination of student work	<i>And</i> works with staff to identify and secure curriculum resources at the district and building level that align with and support the established curriculum standards and student performance expectations
		<i>And</i> works with staff to ensure differentiation in the curriculum for students based on identified learning needs	<i>And</i> works with staff and other district leaders to insure that the curriculum is appropriate for the full range of student characteristics for the population the school serves <i>And</i> works with staff to ensure differentiation in the curriculum and extracurricular programs to respond to the full range of student characteristics (including cultural) for the student populations the school serves
		<i>And</i> provides information on the core curriculum standards to students, parents, and the community	<i>And</i> ensures that the school provides students and parents assistance in understanding and working with the core curriculum standards

FORMATIVE RUBRIC for Principal

Domain 3 – Programs			
High Quality/Fidelity/Reliability Instructional Program Factors			
Instruction Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge about evidence based instruction	<p><i>And</i> has clear goals and expectations for classroom instruction based on student needs</p> <p><i>And</i> collaborates with staff to identify and prioritize evidenced based instructional strategies and practices that improve student learning</p>	<p><i>And</i> models and promotes evidenced based instructional strategies and practices with staff</p> <p><i>And</i> works with staff to monitor implementation and evaluate the effectiveness of instructional strategies based on evidence of student learning</p>
	Makes classroom observations to monitor and encourage quality instructional practices	<i>And</i> establishes regular times and places for teachers to collaboratively plan and review instruction based on observations and evidence of student learning	<i>And</i> works with other district administrators to improve their collective ability to know and recognize effective and differentiated instructional practices
	Engages staff in discussing ways to differentiate instruction based on student needs	<p><i>And</i> works with staff to identify student needs for differentiated learning and respond with differentiated instructional strategies to meet those needs</p> <p><i>And</i> works with staff to develop a system of interventions for students who do not make adequate progress in achieving curriculum performance standards</p>	<p><i>And</i> works with staff to evaluate how the differentiated instruction strategies in use are impacting student learning</p> <p><i>And</i> works with staff to evaluate and improve the school's system of interventions based on evidence of student learning</p>
		<i>And</i> looks for/gathers evidence of active student engagement and student learning behaviors when making classroom observations	<i>And</i> works with the staff to balance student-directed and teacher directed learning activities so as to increase student learning empowerment and autonomy

FORMATIVE RUBRIC for Principal

Domain 3 – Programs			
High Quality/Fidelity/Reliability Instructional Program Factors			
Assessment Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	<p>Has a working knowledge of different kinds of assessments, their purposes, and the types of information they yield to inform teaching and learning.</p> <ul style="list-style-type: none"> • Formative/summative • Achievement • Aptitude/ability • Attitude/perception 	<p><i>And</i> has a working knowledge of the construction of different types of assessments and the appropriate uses of the data from those assessments</p> <p><i>And</i> works with staff to choose, develop, administer, analyze, and interpret the results of both externally produced and teacher-produced assessments</p>	<p><i>And</i> works with staff to increase their knowledge and improve their assessment practices</p> <p><i>And</i> works with staff to increase their knowledge and improve their ability to interpret and use assessment data to achieve better student results</p>
	<p>Works with staff to develop and consistently utilize assessments to monitor and report on student learning</p>	<p><i>And</i> provides training for staff in assessment literacy and practices</p> <p><i>And</i> works with staff to ensure that common assessments are administered and analyzed with sufficient frequency and consistency to inform instruction</p>	<p><i>And</i> develops staff leaders in assessment literacy and practices</p> <p><i>And</i> develops team processes for teachers to work together to analyze and interpret assessment results and plan instruction based on those results</p>
	<p>Works with teachers to clearly communicate assessment results to students and parents</p>	<p><i>And</i> works with staff to use assessment results when making decisions about individual students and conferencing with students and parents</p>	<p><i>And</i> works with staff to use assessment results to help students track their own learning progress and set their own learning goals</p>
	<p>Understands and follows ethical, legal, and technical guidelines for assessment practices and the handling of student assessment data</p>	<p><i>And</i> ensures staff understands and follows ethical, legal, and technical guidelines for assessment practices and the handling of student assessment data</p>	<p><i>And</i> assists in developing district ethical and legal standards and technical guidelines for assessment practices and the handling of student assessment data</p> <p><i>And</i> works with staff to develop and refine building and district policies and practices for student assessment and the handling of student assessment data</p>

Domain 3 – Programs			
Safe, Effective, Efficient School Operations Factors			
Policies Laws, and Procedures Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that the school follows all district, state, and federal policies, laws, and procedures pertaining to safety, student and parental rights, school compliance, and school governance	<i>And</i> establishes school routines and processes to carry out policies and laws pertaining to safety, student and parental rights, school compliance, and school governance	<i>And</i> ensures that the school uses data to regularly monitor, evaluate, and improve school routines and processes to carry out policies and laws pertaining to safety, student and parental rights, school compliance, and school governance
	Monitors and tracks school safety and student wellbeing factors	<i>And</i> works with staff to make data informed decisions regarding the improvement of school safety and student wellbeing factors	<i>And</i> works with staff to evaluate, adopt, and fully implement evidence based strategies to improve school safety and student well being based on identified needs
	Is familiar with and follows the provisions of employee contracts and other contractual agreements that pertain to the operations of the school	<i>And</i> works with staff to help them know and follow provisions of employee contracts and other contractual agreements that pertain to them	<i>And</i> contributes to contract maintenance and development through district negotiations and employee processes

Domain 3 – Programs			
Safe, Effective, Efficient School Operations Factors			
Systems, Processes, and Procedures Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Follows district systems, processes, and procedures applicable to the operation of the school	<i>And</i> ensures that staff and students understand and follow established school and district systems, processes, and procedures for the operation of the school	<p><i>And</i> provides feedback to district leaders on the effectiveness of district systems, processes, and procedures for the operation of the school</p> <p><i>And</i> provides ideas and leadership to improve district systems, processes, and procedures for the operation of the school</p>
	Establishes consistent systems, processes and procedures for the key work of the school not fully addressed through district systems, processes, and procedures	<i>And</i> works with staff and students to regularly evaluate school-based systems, processes, and procedures based on relevant data	<i>And</i> engages staff and students in designing and developing improved school-based systems, processes, and procedures based on data-identified needs

Domain 3 – Programs			
Safe, Effective, Efficient School Operations Factors			
Allocation and Management of Resources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that the school establishes procedures for fiscal and resource management and accountability	<i>And</i> establishes a process for aligning and realigning fiscal, human, and material resources as needed to support the school goals and sustain priority strategies to achieve those goals	<i>And</i> works with staff and parents to seek out and secure additional sources of fiscal, human, and material support for priority strategies to achieve school goals
	Regularly monitors the school's fiscal management and financial status	<i>And</i> regularly communicates with staff regarding the school's fiscal management and financial status	<p><i>And</i> maintains transparency with all stakeholders regarding the school's fiscal management and financial status</p> <p><i>And</i> communicates regularly with district officials about the school's fiscal management and financial status</p> <p><i>And</i> contributes to strategic district decisions and strategies for funding and resource acquisition and allocation</p>

FORMATIVE RUBRIC for Principal

Domain 4 – Processes			
Community Building Factors			
Relationships Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Forms relationships with staff, students, families, and the broader school community	<p><i>And</i> regularly assesses the needs of stakeholders within the school community (e.g. staff, students, families, etc.)</p> <p><i>And</i> ensures that the school responds to the needs and values of the diverse school community</p>	<p><i>And</i> works with the community to coordinate services for students and families</p> <p><i>And</i> develops external partnerships to support the needs and values of the diverse school community</p> <p><i>And</i> raises resources through parents, businesses and other organizations to support the needs and values of the diverse school community</p>
		<i>And</i> is involved in the community outside of the school	<i>And</i> uses community involvement to connect the school to the broader community
		<i>And</i> is an advocate for the school in the community	<i>And</i> establishes advocates for the school among parents and other community leaders

Domain 4 – Processes			
Community Building Factors			
Inclusion Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Welcomes and invites parents to visit the school and classroom	<i>And</i> enlists parents to participate in school organizations, committees, and governance	<i>And</i> ensures that a diverse representation of parents and community actively participate in school organizations, committees, and governance
		<i>And</i> engages parents in activities that are meaningful and relevant to them	<i>And</i> provides opportunities for parents and community groups to address the needs of students and their families
	Encourages all sub-groups in the school community to be involved in the affairs of the school	<i>And</i> responds to concerns of students, parents, and the community as a whole and as sub-groups with special concerns	<i>And</i> avoids marginalizing, patronizing, or giving advantage to any one group or individual <i>And</i> collaborates with all segments of the community in ways that contribute to the success of all students

Domain 4 – Processes			
Community Building Factors			
Communications Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Communicates with parents and the community about the school	<i>And</i> communicates frequently with parents and the community using multiple forms of communication such as newsletters, forums, surveys, phone calls, personal visits, and the use of technology	<i>And</i> , creates frequent opportunities for two-way communication with parents and the community using multiple forms of communication such as web sites, social media, and other interactive media
	Provides information to parents and the community about student achievement	<i>And</i> works with the Central Administration and Board of Education to understand and provide feedback on the school's student achievement data	<i>And</i> works with parent and community groups to understand and provide feedback on the school's student achievement data
	Provides information to parents about individual student achievement	<i>And</i> regularly informs parents of student achievement goals and how to support their children in achieving those goals	<i>And</i> engages parents as full partners in helping their children master achievement goals
	Spotlights school successes with the media	<i>And</i> provides the media with regular information and stories about the school mission, vision, and student success	<i>And</i> creates partnerships with the media (television, radio, and newspaper) to tell the school's story

Domain 4 – Processes			
Evidenced Based and Data Informed Decision Making Factors			
Collaborative Inquiry Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Raises questions about why and how student achievement results are what they are	<i>And</i> identifies and challenges assumptions about student achievement with multiple sources of evidence	<i>And</i> trains teacher leaders to raise questions about student learning and challenges assumptions collaboratively
	Creates school routines that engage teachers, at least quarterly, to examine student achievement results	<i>And</i> refines school routines to increase teacher examination of student achievement results, at least monthly	<i>And</i> establishes a well-defined collaborative inquiry process for teachers to examine student achievement results and develop evidence based plans improvement strategies
		<i>And</i> establishes teacher teams (PLCs/Data Teams, etc.) to create evidence-based instructional plans	<i>And</i> establishes SMART Goals, Action Research, or other team processes to carry out and assess improvement strategies <i>And</i> recognizes and disseminates successful improvement work

Domain 4 – Processes			
Evidenced Based and Data Informed Decision Making Factors			
Systematic Use of Multiple Data Sources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Engages staff to analyze whole school and sub-group data from: <ul style="list-style-type: none"> state assessment data district assessment data school process data student background data 	<i>And</i> establishes multiple year whole school and sub group trend analyses for: <ul style="list-style-type: none"> state assessment data district assessment data school process data student background data 	<i>And</i> deepens student assessment data analysis in these areas: <ul style="list-style-type: none"> curriculum strand, item, objective performance standard rubrics sub-group performance levels individual student performance profiles
	Works with staff to establish school improvement targets (goals) based on annual analysis for: <ul style="list-style-type: none"> state and district assessments student background data school process data 	<i>And</i> works with staff to revise school improvement targets (goals) as indicated by 3-5 year analyses of student background, school process, and student achievement data	<i>And</i> works with staff to examine the interaction between multiple sources of student background, school process, and student achievement data to establish student achievement targets (goals)
		<i>And</i> works with staff to use student background, school process, and student achievement data to select strategies to achieve school improvement targets (goals)	<i>And</i> works with staff to revise school improvement strategies as indicated by deeper levels of data analysis <i>And</i> works with staff to establish benchmarks for tracking the implementation of school improvement strategies <i>And</i> works with staff to evaluate the impact of selected school improvement strategies <i>And</i> works with staff to replace or revise school improvement strategies as needed to achieve school improvement targets (goals)

Domain 4 – Processes			
Evidenced Based and Data Informed Decision Making Factors			
Data Systems Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge of the data collection, storage, security, retrieval, and analysis system for the school	<i>And</i> ensures that all teachers and other staff have a working knowledge of the school’s data system	<i>And</i> provides support and training to teachers and other staff in the use of the school’s data system
	Provides teacher and other staff with clear expectations regarding the use of the school’s data system	<i>And</i> monitors and supports appropriate use of the school’s data system by teachers and other staff	<i>And</i> works with staff to identify and implement ways to better use the school’s data system to support school improvement goals
		<i>And</i> works with staff to help them use the school’s data system for classroom assessments and other classroom level generated data	<i>And</i> assists teachers in using the school’s data system to collect, analyze, and interpret multiple forms of data to monitor their own effectiveness in achieving student achievement targets
		<i>And</i> works with staff to evaluate and recommend improvements to the school’s data system	<i>And</i> provides leadership at a district level to improve either the structure or the use of school and district systems for data collection, storage, security, retrieval, and analysis

Domain 5 – Systems			
Technology Integration and Competence Factors			
Personal Use of Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Uses voice and email to maintain effective communications with school and school district personnel, parents, and students	<i>And uses</i> mobile communications devices, along with a variety of social and web-based applications, to expand and enhance communication, information access, and work processes	<i>And</i> keeps abreast of emerging technologies and their potential to impact the school environment and/or personal leadership effectiveness
	Knows and utilizes computer and mobile communication devices, programs, and systems necessary for meeting job responsibilities	<i>And</i> participates in and contributes to electronic learning communities (e.g.) to stimulate and support the work of the school	<i>And</i> learns and uses promising new technologies to enhance productivity and leadership
		<i>And</i> models personal use of technology for staff and students	<i>And</i> assists others in developing personal capacity for technology use

Domain 5 – Systems			
Technology Integration and Competence Factors			
Learning and Teaching with Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff have the necessary training, support, and direction to use voice and email to maintain effective communications with school and district personnel, parents, and students	<i>And</i> provides the leadership for expanding the integration of technology in the school’s processes, daily routines, communications, and/or instruction	<i>And</i> provides the leadership to create innovations in the use of technology to better serve students and increase/expand student learning
	Ensures that staff have the necessary training, support, and direction to use computer software programs and systems necessary for meeting job responsibilities	<i>And</i> ensures that the school improvement plan is technology-rich and is aligned with the district technology, school improvement, and/or strategic plans as appropriate	<i>And</i> advocates at the district, community, and state levels for policies, programs, and resources that support the use of technology to better serve students and increase/expand student learning
	Maintains, monitors and guides the use of school technology resources	<i>And</i> ensures that staff have the necessary training, support, and direction to use instructional technology as designated and/or appropriate for student mastery of the district curriculum	<i>And</i> works with staff to use instructional technology to expand learning access (any time; anywhere; any way) and learning opportunity (any legitimate and student appropriate learning purpose)

Domain 5 – Systems			
Technology Integration and Competence Factors			
Leadership for Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Seeks out and shares information sources about using technology to increase learning opportunity and achievement	<i>And</i> validates leadership decisions about the role of technology in the school with relevant and research supported information sources	<i>And</i> contributes to district level decision making by providing/sharing relevant and research supported information sources about the use of technology to meet district goals
	Participates in building a shared vision for teaching and learning with technology at the district and/or building level	<i>And</i> advocates at the building and district levels for evidenced based effective practices in the use of technology to increase learning achievement and increase student learning	<i>And</i> advocates at the district, community, and state levels for policies, programs, and resources that support the use of technology to better serve students and increase/expand student learning
	Informs parents and the community about the role of technology in the school's teaching and learning programs	<i>And</i> holds teachers accountable for involving and informing students and parents in the use technology to achieve the full benefit of the school's teaching and learning programs	<i>And</i> fosters a culture of risk-taking for promoting innovation with technology <i>And</i> recognizes and rewards staff and student initiative in creating innovative ways to use technology to enhance, expand, and increase learning

Domain 5 - Systems			
Human Capacity Development Factors			
Professional Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Develops a personal professional learning plan based on building and district school improvement goals and personal performance evaluation feedback	<p><i>And</i> updates and revises his/her personal professional learning plan yearly using student achievement data, staff evaluation data, school/district improvement data and performance evaluation feedback</p> <p><i>And</i> has knowledge of and incorporates into his/her learning plan evidenced-based practice for schools and school leaders</p> <p><i>And</i> maintains active engagement with professional organizations and other sources of professional learning</p>	<p><i>And</i> has knowledge of and incorporates into his/her learning plan evidenced-based practice for schools and school leaders</p> <p><i>And</i> contributes research or research findings to inform professional learning at the school and/or district level</p> <p><i>And</i> serves on local, state, or national professional learning projects or initiatives</p>
	Ensures that staff develop professional learning plans through the district staff evaluation process	<p><i>And</i> ensures that staff are engaged in differentiated professional learning that address their individual learning plans</p> <p><i>And</i> actively participates in professional learning required of teachers</p> <p><i>And</i> ensures that staff engage with and use educational research and best practice</p>	<p><i>And</i> ensures that staff are engaged in differentiated professional learning that address building and/or district school improvement plans</p> <p><i>And</i> develops a overarching building professional learning system aligned with standards for professional learning</p> <p><i>And</i> develops a collaborative professional learning culture wherein building staff seek out and engage one another with research and best practice information.</p> <p><i>And</i> evaluates the evidence of the effectiveness of professional learning on staff performance and student achievement data</p>

Domain 5 - Systems			
Human Capacity Development Factors			
Professional Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Plans for and supports induction and mentoring for new employees	<p><i>And</i> provides a staff an induction, mentoring, and coaching program that supports teachers throughout their probationary period</p> <p><i>And</i> provides training and support for staff mentors and/or coaches</p>	<i>And</i> evaluates the effectiveness of the staff induction and mentoring program based on staff performance and student achievement data

Domain 5 – Systems			
Human Capacity Development Factors			
Leadership Development Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Engages all staff in the development of school improvement goals	<i>And</i> ensures that staff are involved in the decisions that affect the day-to-day operation of the school	<i>And</i> empowers staff to lead and/or facilitate meetings, lead committees, and assume other leadership roles
	Recognizes the teacher leadership within the building	<i>And</i> develops a collaborative culture where all building staff share responsibility and leadership for student and school success	<i>And</i> provides training, resources, and support to staff leaders
		<i>And</i> involves teachers in the design and implementation of professional learning	<i>And</i> develops emerging administrators through training, mentoring, coaching, and support
		<i>And</i> , ensures students, parents, and other stakeholders share in the leadership of the school	<i>And</i> , establishes school processes and programs to develop parent and student leaders <i>And</i> , ensures that teachers and the school provide students the opportunity to take on meaningful leadership roles in the school and in the process of their own education

Domain 5 – Systems			
Human Capacity Development Factors			
Performance Evaluation Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Evaluates staff performance at least annually and provides timely and constructive feedback	<p><i>And</i> makes regular classroom visits, providing formal and informal feedback to teachers</p> <p><i>And</i> uses classroom visits to monitor the effectiveness of curriculum implementation, instruction, and assessment practices</p>	<p><i>And</i> uses a variety of methods to provide feedback, both positive and corrective to staff</p> <p><i>And</i> ensures that teachers regularly visit each others' classrooms and provide each other feedback</p>
	Follows all state and local procedures for staff performance evaluation	<i>And</i> assists staff in understanding and participating appropriately in state and local procedures for staff performance evaluation	<i>And</i> convenes regular staff discussions about observed classroom practices and the impact of those practices on students
	Develops Individual Development Plans (IDPs) as needed to improve staff performance	<i>And</i> involves staff as full partners in the creation of Individual Development Plans (IDPs)	<i>And</i> empowers staff become partners in the performance evaluation process through the use of performance portfolios, peer coaching, and shared problem solving to improve staff performance
		<i>And</i> provides coaching for staff to improve classroom instruction and student results	<i>And</i> involves staff as peer coaches to support performance improvement
		<i>And</i> participates in professional learning to increase skills in performance evaluation	<i>And</i> coaches other administrators in evaluation practices

Domain 5 – Systems			
Human Capacity Development Factors			
Productivity Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff roles and responsibilities are communicated and understood	<i>And</i> hires and/or assigns people to staff positions based on capacity to meet the expectations of those positions	<i>And</i> differentiates roles and responsibilities as needed to meet the goals of the school <i>And</i> differentiates roles and responsibilities to make optimal use of staff knowledge, talents, and expertise
	Establishes regular and reliable school routines and procedures	<i>And</i> communicates about school routines and procedures with staff, students, and parents <i>And</i> modifies school routines and procedures as needed to increase productivity and desired outcomes	<i>And</i> elicits feedback from staff, students, and parents about school routines and procedures <i>And</i> engages staff, students, and parents in evaluating, modifying, and creating school routines and processes as needed to increase productivity and desired outcomes