

# Albemarle County Schools \*Administrator Performance Appraisal Rubrics

The Administrator Performance Appraisal includes performance rubrics designed to guide self-assessment and reflection based on professional practice. The Administrator Performance Appraisal is based on seven standards of school administration: instructional leadership (10%); school climate (10%); human resources management (10%); organizational management (10%); communication and community relations (10%); professionalism (10%); and student academic progress (40%). Each of the standards is comprised of indicators that outline foundations and expectations for high-quality school leadership. These standards reflect current Virginia Department of Education Standards and Evaluation Criteria for Principals. Each of the standards is divided into a number of indicators in order to communicate clear expectations for professional practice within the standard. Recognizing that school administrators vary in their professional expertise based on training and professional experience, administrator performance is assessed on a continuum ranging from *Applies* to *Integrates* to *Innovates*. Administrators working in this range meet the county-wide expectations for acceptable performance. Administrators performing below the *Applies* level will enter into a performance improvement procedure.

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which principals are meeting each standard. This helps principals and their evaluators clarify performance levels and job expectations. That is, the performance indicators provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive, and they are not intended to be prescriptive. It should be noted that indicators in one standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects.

Evaluators and principals should consult the sample performance indicators for clarification of what constitutes a specific performance standard. ***Performance ratings are made at the performance standard level, NOT at the performance indicator level. Additionally, it is important to document a principal's performance on each standard with evidence generated from multiple performance indicators.***

*\* Throughout this document, the terms administrator, school leader, and principal are interchangeable and also refer to assistant principals.*

## Definitions of Ratings

The following rating scale rubric provides a description of five levels of how well the standards (i.e., duties) are performed on a continuum from “Innovates” to “Unacceptable.” The use of the scale enables evaluators to acknowledge effective performance (i.e., “Applies,” “Integrates,” “Innovates”) and provides two levels of feedback for principals not meeting expectations (i.e., “Needs Improvement” and “Unacceptable”). The definitions in the following figure offer general descriptions of the ratings. *PLEASE NOTE: Ratings are applied to the seven performance standards and as an overall summative rating, not to performance indicators.*

Category	Description	Definition
<b><i>Unacceptable</i></b>	The principal consistently performs below the established performance standard or in a manner that is inconsistent with the school’s mission and goals and results in minimal student academic progress.	<p><i>Unacceptable</i> performance:</p> <ul style="list-style-type: none"> <li>• does not meet the requirements contained in the job description as expressed in the evaluation criteria</li> <li>• results in minimal student academic progress</li> <li>• may contribute to a recommendation for the employee not being considered for continued employment</li> </ul>
<b><i>Needs Improvement</i></b>	The principal is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected or the principal’s performance is lacking in a particular area. The principal often performs less than required in the established performance standard or in a manner that is inconsistent with the school’s mission and goals and results in below average student academic progress.	<p><i>Needs Improvement</i> performance:</p> <ul style="list-style-type: none"> <li>• requires support in meeting the standards</li> <li>• results in less than expected quality of student academic progress</li> <li>• requires principal professional growth be jointly identified and planned between the principal and evaluator</li> </ul>

<b>Applies</b>	The principal meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on student academic progress.	<p><i>Applies</i> performance:</p> <ul style="list-style-type: none"> <li>consistently meets the requirements contained in the job description as expressed in the evaluation criteria</li> <li>engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate demonstrates willingness to learn and apply new skills</li> </ul>
<b>Integrates</b>	The principal performing at this level maintains performance, accomplishments, and behaviors that consistently surpass the established performance standard and does so in a manner that advances the school's mission and goals. This rating is reserved for performance that is demonstrated with significant student academic progress above what is expected / projected.	<p><i>Integrates</i> performance:</p> <ul style="list-style-type: none"> <li>sustains high performance over the evaluation cycle</li> <li>empowers teachers and students and consistently exhibits behaviors that have a positive impact on student academic progress and the school climate</li> <li>serves as a role model to others</li> </ul>
<b>Innovates</b>	The principal performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress. Work done by a principal at this level brings state or national recognition to the school and / or the ACPS Division.	<p><i>Innovates</i> performance:</p> <ul style="list-style-type: none"> <li>sustains high performance over the evaluation cycle</li> <li>empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate</li> <li>serves as a role model, mentor, and leader for others</li> <li>serves as a school division leader for specific innovative projects</li> </ul>

## Performance Standards Summary

### **Performance Standard 1: Instructional Leadership (10%)**

*The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.*

### **Performance Standard 2: School Climate (10%)**

*The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

### **Performance Standard 3: Human Resources Management (10%)**

*The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*

### **Performance Standard 4: Organizational Management (10%)**

*The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

### **Performance Standard 5: Communication and Community Relations (10%)**

*The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*

### **Performance Standard 6: Professionalism (10%)**

*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

### **Performance Standard 7: Student Academic Progress (40%)**

*The principal's leadership results in acceptable, measurable student academic progress based on established standards.*

## Standards and Indicators Summary with Associated Rubrics

Outlined here are the individual performance standards for school leaders. Leaders and their evaluators have two tools to guide their judgments in self-assessment for goal setting and growth and for evaluation of the leader's performance: 1) the sample performance indicators, and 2) the performance rubric.

### How a Performance Rubric Works

Evaluators have two tools to guide their judgments for rating principals' performance for the summative evaluation: 1) the sample performance indicators, and 2) the performance rubric.

### Sample Performance Indicators

Performance indicators are used in the evaluation system to identify, in observable behaviors, performance of the major job standards. They are outlined here.

### Performance Rubric

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards. It states the measure of performance expected of principals and provides a general description of what a rating entails. The rating scale is applied to the summative evaluation of all principals. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help principals focus on ways to enhance their leadership practices. ***Please note: The rating of "Integrates" is the expected level of performance.***

## Performance Rubrics for Performance Standards

Principals are evaluated on the performance standards using the following performance appraisal rubrics:

### Performance Standard 1: Instructional Leadership

*The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of*

*a shared vision of teaching and learning that leads to student academic progress and school improvement.*

### **Sample Performance Indicators**

*Examples may include, but are not limited to:*

#### **The principal:**

- 1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Possesses knowledge of research-based instructional best practices in the classroom.
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.
- 1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the focus for continued learning of all members of the school community.
- 1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.
- 1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

## Rubric for Standard 1: Instructional Leadership (10%)

Does Not Meet Expectations		Meets Expectations		
Unacceptable	Needs Improvement	Applies	Integrates	Innovates
The principal does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The principal inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The principal actively and consistently employs effective leadership strategies that maximize student academic progress and result in a shared vision of teaching and learning that reflects excellence. Work done by a principal at this level influences ACPS and is highly collaborative.	The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic progress that surpasses the expected and result in a shared vision of teaching and learning that reflects excellence. Work done by a principal at this level brings state or national recognition to the school and / or the ACPS Division.

## Performance Standard 2: School Climate

*The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### **The principal:**

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.
- 2.5 Maintains a collegial environment and supports the staff through the stages of the change process.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.
- 2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.
- 2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.



**Rubric for Standard 2: School Climate (10%)**

Does Not Meet Expectations		Meets Expectations		
Unacceptable	Needs Improvement	Applies	Integrates	Innovates
The principal does not promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The principal substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results. Work done by a principal at this level influences ACPS and is highly collaborative.	The principal seeks out innovations and substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results. Work done by a principal at this level brings state or national recognition to the school and / or the ACPS Division.

## Performance Standard 3: Human Resources Management

*The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### **The principal:**

- 3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.
- 3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.
- 3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.
- 3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.
- 3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.
- 3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.
- 3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

### Rubric for Standard 3: Human Resources Management (10%)

Does Not Meet Expectations		Meets Expectations		
Unacceptable	Needs Improvement	Applies	Integrates	Innovates
The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.	The principal inconsistently assists with selection and induction and/or inconsistently supports, evaluates, and retains quality instructional and support personnel.	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	The principal consistently demonstrates expertise in human resources management, which results in a highly-productive work force (e.g. highly satisfied stakeholders, increased student learning, teacher leaders). Work done by a principal at this level influences ACPS and is highly collaborative.	The principal demonstrates innovation in human resources management, which results in a highly- productive work force (e.g. highly satisfied stakeholders, increased student learning, teacher leaders). Work done by a principal at this level brings state or national recognition to the school and / or the ACPS Division.

## **Performance Standard 4: Organizational Management**

*The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

### **Sample Performance Indicators**

*Examples may include, but are not limited to:*

#### **The principal:**

- 4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.
- 4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.
- 4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
- 4.6 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.
- 4.8 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.
- 4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

**Rubric for Standard 4: Organizational Management (10%)**

Does Not Meet Expectations		Meets Expectations		
Unacceptable	Needs Improvement	Applies	Integrates	Innovates
The principal inadequately supports, manages, or oversees the school's organization, operation, or use of resources.	The principal inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.	The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The principal is highly effective at organizational management and demonstrating proactive decision-making, coordinating efficient operations, and use of available resources. Work done by a principal at this level influences ACPS and is highly collaborative.	The principal is innovative with organizational management and proactive decision-making, coordinating efficient operations, and maximizing available and attainable resources. Work done by a principal at this level brings state or national recognition to the school and / or the ACPS Division.

## Performance Standard 5: Communication and Community Relations

*The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### **The principal:**

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates long-and short-term goals and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

**Rubric for Standard 5: Communication and Community Relations (10%)**

Does Not Meet Expectations		Meets Expectations		
Unacceptable	Needs Improvement	Applies	Integrates	Innovates
The principal demonstrates inadequate or detrimental communication or collaboration with stakeholders.	The principal inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	The principal uses productive methods to communicate and engage effectively with stakeholders. Work done by a principal at this level influences ACPS and is highly collaborative.	The principal proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders. Work done by a principal at this level brings state or national recognition to the school and / or the ACPS Division.

## **\*Performance Standard 6: Professionalism**

*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

### **Sample Performance Indicators**

*Examples may include, but are not limited to:*

#### **The principal:**

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive and forthright attitude.
- 6.7 Provides leadership in sharing ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.
- 6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.
- 6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.



**\*Rubric for Standard 6: Professionalism (10%)**

Does Not Meet Expectations		Meets Expectations		
Unacceptable	Needs Improvement	Applies	Integrates	Innovates
The principal shows disregard for professional standards and ethics and/or engaging in continuous professional development, or contributing to the profession.	The principal is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	The principal demonstrates professionalism beyond the school division through published works and formal presentation(s). Work done by a principal at this level influences ACPS and is highly collaborative.	The principal demonstrates professionalism beyond the school division through published works, formal presentation(s), and/or formal recognition(s) or award(s). Work done by a principal at this level brings state or national recognition to the school and / or the ACPS Division.

*\*External professional standards exist for all educators based on job assignments and school roles. These standards include but are not limited to [Interstate School Leadership Licensure Consortium](#), [International Society for Technology Education Standards for Administrators](#), etc. Please refer to **External Professional Standards** for additional information.*

## Performance Standard 7: Student Academic Progress

*The principal's leadership results in acceptable, measurable student academic progress based on established standards.*

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### **The principal:**

- 7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.
- 7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.
- 7.3 Communicates assessment results to multiple internal and external stakeholders.
- 7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.
- 7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.
- 7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.
- 7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.
- 7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.
- 7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.
- 7.10 Sets benchmarks and implements appropriate strategies and interventions accomplish desired outcomes.

**\*Rubric for Standard 7: Student Academic Progress (40%)**

Does Not Meet Expectations		Meets Expectations		
Unacceptable	Needs Improvement	Applies	Integrates	Innovates
The principal's leadership consistently results in inadequate student academic progress.	The principal's leadership results in student academic progress that inconsistently meets the established standard.	The principal's leadership results in acceptable, measurable, student academic progress based on established standards.	In addition to meeting the standard, the principal's leadership results in a high level of student academic progress with all populations of learners. Work done by a principal at this level influences ACPS and is highly collaborative.	In addition to exceeding the standard, the principal's leadership results in a higher than expected levels of student academic progress with all populations of learners. Work done by a principal at this level brings state or national recognition to the school and / or the ACPS Division.

*\*Student Academic Progress is aligned to the [ACPS improvement planning process](#), which provides a framework to ensure continuous improvement in each school and alignment with the vision, mission, goals, and values of the overall school division. Principals are responsible for setting professional growth goals that are tied directly to school improvement and improved student academic progress and/or to the school's strategic plans that are developed and updated regularly. The number of goals set should not be so numerous that there are too many goals to reach; therefore, diminishing the resources and focus brought to reaching each goal. The evaluator and the principal meet to discuss the baseline data and review the annual goals. New goals are identified each year. The goal should be customized for the particular school and its particular student population.*