

MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE HENDRICK HUDSON CENTRAL SCHOOL DISTRICT, hereinafter referred to as “The District” and the **DISTRICT ADMINISTRATORS ASSOCIATION**, hereinafter referred to as “The Association”;

WHEREAS, the District and the Association have entered into negotiations and mutually selected the Multi-Dimensional Principal Performance Rubric (MPPR) to inform the Local 60% of the composite score as part of the evaluation initiative for the 2012-2013 school year in consideration of the implementation of New York State Education Law §3012-c regarding annual professional performance reviews of building principals. Any Association member not covered under the definition of principal under New York State Education Law §3012-c shall be covered by the previously negotiated evaluation measure in the current contract.

Annual Evaluation Points & Ratings

Local 60 Points:

The parties mutually agree to delineate the Local 60 Points as contained in Appendix “A” attached hereto.

1. Principals may provide artifacts and/or a written reflection to accompany the MPPR for selected MPPR elements and as delineated in Appendix A.
2. The MPPR is derived from the six ISLLC standards. Each standard is to be supported by the *Knowledge* required for the standard, the *Dispositions* or attitudes manifest by the accomplishment of the standard, and *Performances* that could be observed by a supervisor. The artifacts and reflections may provide additional evidence of the knowledge, dispositions, and performances as described in Appendix C.
3. The HEDI Bands for Point Allocation for the 60 Points shall be as follows:

RATING	POINT RANGE
Highly Effective	55-60
Effective	50-54
Developing	40-49
Ineffective	0-39

4. The principal shall provide a completed MPPR as a self-evaluation by June 1 of the school year. Both the principal and the superintendent shall meet for an evaluation conference by no later than June 15th of the school year to review the MPPR rubric. A sample Local 60 Points allocation spreadsheet for the purposes of computing the principal’s Local 60 Points from his/her final summative evaluation is annexed hereto as Appendix “D”.
5. The parties further agree that the local 60 points will be computed for the purpose of the final summative evaluation based upon the following formula:
 - a. A “Highly Effective” rating shall receive **100%** of the total point for the sub-domain.
 - b. An “Effective” rating shall receive **95%** of the total points for the sub-domain.
 - c. A “Developing” rating shall receive **85%** of the total points for the sub-domain.
 - d. An “Ineffective” rating shall receive **0%** of the total points for the sub-domain.

Observations

1. Observations, along with the principal’s self-evaluation and discussion with the supervisor, shall form the basis of the MPPR 60 points.
2. The superintendent, as part of the observation process, shall ensure that any deficiency that is observed is documented, in writing, along with constructive and specific ways in which the principal may improve upon those deficiencies.
3. For tenured principals, two (2) formal observations (one unannounced) will be conducted each year. The first observation is to be completed by December 15th and the second observation no later than April 15th.

4. For untenured principals three formal observations (one unannounced) will be conducted each year. The first observation will be completed by October 15th, the second observation by December 15th and the third observation no later than April 15th.

Conduct of Observations:

- Formal monitoring or observation of the performance of a principal shall be conducted openly and with knowledge of the principal.
- Observations will be conducted only by the superintendent.
- Observation shall be at least thirty (30) minutes in duration.
- With the exception of the unannounced observations all formal observations must be scheduled fifteen school (15) days in advance.
- Pre-observation meetings will be held no later than one (1) week before the formal observation to discuss planned activities to be observed and related MPPR rubric domain that will be the focus of the observation.
- Post-observation meeting to be held no later than one (1) week after the formal observation and a written summary, including any suggested guidance, which is to be delivered to principal within one (1) week of the post-observation meeting.
- A rating in either the effective or highly effective domains requires no additional documentation. A rating in either the ineffective or developing domains (or in danger of either) will include a written explanation and suggestions for improvement.
- Principal shall have one (1) week to submit a response to the observation including any supporting documentation.
- There will be a formative mid-year evaluation completed by the superintendent on the MPPR rubric that will be provided to the principal no later than January 15th. No composite points will be assigned to mid-year evaluation. The mid-year evaluation is meant to provide the building principal with constructive feedback as to his/her

progress on selected goals and on each domain with the mutually selected principal practice rubric.

- A single observation by an observer in any one (1) year shall not be considered as the sole basis for the termination of service.
- Evaluations of principals shall not be forwarded to any other agency or prospective employer without the written consent of the Principal.

Local 20% Measure of Student Achievement:

The parties agree to use the following Achievement Measures for the purposes of the Local 20 Student Achievement measure for the 2012-2013 school year for the elementary school:

Rating	LOCAL 20%
Highly Effective	80% to 100% of the grade 3, 4 and 5 students assigned to the Principal’s building will meet their targeted growth on the district-developed Spring Mathematics Benchmark assessment.
Effective	65% to 79% of the grade 3, 4 and 5 students assigned to the Principal’s building will meet their targeted growth on the district-developed Spring Mathematics Benchmark assessment.
Developing	55% to 64% of the grade 3, 4 and 5 students assigned to the Principal’s building will meet their targeted growth on the district-developed Spring Mathematics Benchmark assessment.
Ineffective	0% to 54% of the grade 3, 4 and 5

	students assigned to the Principal's building will meet their targeted growth on the district-developed Spring Mathematics Benchmark assessment.
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The parties agree to use the following Achievement Measures for the purposes of the Local 20 Student Achievement measure for the 2012-2013 school year for the middle school:

Rating	LOCAL 20%
Highly Effective	80% to 100% of the grade 6, 7 and 8 students assigned to the Principal's building will meet their targeted growth on the district-developed Spring Social Studies Benchmark assessment.
Effective	65% to 79% of the grade 6, 7 and 8 students assigned to the Principal's building will meet their targeted growth on the district-developed Spring Social Studies Benchmark assessment.
Developing	55% to 64% of the grade 6, 7 and 8 students assigned to the Principal's building will meet their targeted growth on the district-developed Spring Social Studies Benchmark assessment.
Ineffective	0% to 54% of the grade 6, 7 and 8 students assigned to the Principal's building will meet their targeted growth on the district-developed Spring Social Studies Benchmark assessment.

The parties agree to use the following Achievement Measures for the purposes of the Local 20 Student Achievement measure for the 2012-2013 school year for the high school:

Rating	LOCAL 20%
Highly Effective	80% to 100% of the participating students assigned to the Principal’s building will meet their targeted growth on the district-developed Global History and U.S History Benchmark assessments.
Effective	65% to 79% of the participating students assigned to the Principal’s building will meet their targeted growth on the district-developed Global History and U.S History Benchmark assessments.
Developing	55% to 64% of the participating students assigned to the Principal’s building will meet their targeted growth on the district-developed Global History and U.S History Benchmark assessments.
Ineffective	0% to 54% of the participating students assigned to the Principal’s building will meet their targeted growth on the district-developed Global History and U.S History Benchmark assessments.

The parties agree to delineate the Local 20 Points for Student Achievement as set forth in Appendix “E”, annexed hereto.

Notice

The association president will be notified when the district notifies the principal of an ineffective or developing rating on any component score or an overall composite score. Written feedback to the observation shall be provided to the principal if the evaluation is expected to be or determined to be an Ineffective or Developing rating.

Appeals Process

- A. A principal who receives a developing or ineffective rating on his/her APPR shall be entitled to appeal his/her APPR rating based upon a written submission to the Superintendent or an appointed designee of the Superintendent, who shall be trained in accordance with the requirements of statute and regulations and also possesses an appropriate administrative certification.
- B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan (PIP) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.
- C. An appeal of an evaluation or a PIP must be commenced within twenty one calendar days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards. This period shall be tolled for any days during said twenty one day period that the principal is on vacation or out sick or a maximum period of 14 days. In the case of a PIP appeal, there shall be a second twenty one calendar day period for a PIP appeal following the end date of the PIP, and in the event that an appeal is not timely filed by the twenty first calendar day following the end date of the PIP, the right to such an appeal shall be deemed waived in all regards. This period shall also be tolled for any days during said twenty one day period that the principal is on vacation or out sick.
- D. The Superintendent or his/her administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within fourteen calendar days of the receipt of the appeal.
- E. The Superintendent or his/her administrative designee shall make his or her decision in writing regarding the further appeal within fourteen calendar days of receipt of that appeal. The decision of the Superintendent, so long as the decision is made within the timeframe set forth in this paragraph,

shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency, or in any court of law.

- F. 1. Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings, the second tier appeal shall be to an arbitrator. The Association and the Superintendent shall review the mutually agreed upon arbitrators by the start of each school year and make changes as needed, maintaining a list of three to five agreed upon arbitrators. Arbitrators shall be selected on a rotating basis from the mutually agreed upon arbitrators pool, based on order and reasonable timeframe of availability. Arbitrators agreed upon for 21012 -2013 are Jeffrey Selchick, Ira Lobel, and Howard Edelman. The selected arbitrator shall make a final and binding decision upon the appeal of the APPR evaluation and/or the principal improvement plan. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the principal and the district to be the Section 3020-a hearing officer. The documentation to be furnished to the arbitrator on behalf of the tenured principal and by the District shall be exchanged between the tenured principal and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the principal and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law. It is expected that the cost of said Section 3020-a hearing shall be paid for in accordance with the provision of the Education Law. In the event that the SED will not appoint one of the arbitrators listed above as the Section 3020-a Hearing Officer, then, the matter shall proceed as a disciplinary arbitration, the outcome of which shall be final and binding upon both parties. In that event, the District shall bear the hearing costs of the arbitrator and stenographic service and

the tenured principal shall be entitled to pay rights during the pendency of the arbitration to the same extent as provided for under Section 3020-a of the Education Law.

2. In order to take advantage of the procedure outlined in F-1 above, the tenured principal must consent, in writing at the time of the appeal, to the use of the arbitration panel should the District proceed to find probable cause under Section 3020-a of the Education Law. If the tenured principal is unwilling to do so, the second tier appeal shall be heard by the Superintendent of Schools.

G. In the event that a teacher APPR rating is appealed successfully, the Principal's APPR score will be recalculated to take into account the revised teacher rating.

Principal Improvement Plan

A. The Principal Improvement Plan (PIP) is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concern. The purpose of a PIP is to assist principals to work to their fullest potential. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing its overall effectiveness.

B. For a principal who received a composite APPR rating of Ineffective or Developing, the PIP must be in place no later than the 15th of August of the following student instructional year or within 15 days of district receipt of data that is required to complete a principal's evaluation. When the district believes there is a significant possibility of the need for a PIP, an initial conference shall be held at the beginning of August of the school year where the PIP is discussed, and is to be signed and dated at the beginning of its implementation. The length of a PIP shall be between five and eight months in the case of a probationary principal, as determined by the District, and at least five months for a tenured principal, but no longer in duration than through the end of the school year, as determined by the District. A PIP shall be designed by the principal and the superintendent in collaboration with the president of the Association or his/her designee with any differences to be resolved by the superintendent's determination.

C. The principal must be offered the opportunity for a peer mentor chosen from the Association. The principal will select the mentor, with the consultation of the

Superintendent and the Association President. All dealings between the mentor and the principal will be confidential.

- D. At the midpoint of the agreed-upon duration of the PIP, in addition to any notice provisions contained in an individual PIP, the superintendent will confer with the principal to assess the intervention and the level of improvement. If the goals are met at the terminal date of the PIP, a written acknowledgement to that effect shall be signed by the superintendent of schools or his/her designee and provided to the principal and the Association President. If the goals have not been met, or are in danger of not being met, the Superintendent shall notify the Principal in writing of the areas of concern and what must be done to address them.
- E. If the tenured principal is rated as developing or ineffective after the year of the first PIP, a new plan will be developed for the ensuing school year by the principal and the Superintendent in collaboration with the Association according to these guidelines for the subsequent school year. A second consecutive ineffective evaluation may lead to an expedited 3020-a proceeding brought pursuant to Education Law Section 3012-c.
- F. All costs for implementing the PIP shall be borne by the district, including training, release time to attend conferences, site visits or meetings, mileage for such events, and outside trainer fees.

The Principal Improvement Plan (PIP) must consist of the following:

- I. **SPECIFIC AREAS FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, measurable goals for the principal to accomplish during the period of the PIP.
- II. **EXPECTED OUTCOMES OF THE PIP:** Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.
- III. **RESOURCES:** Identify specific resources available to assist the principal to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.

- IV. **RESPONSIBILITIES**: Identify steps to be taken by Superintendent and the principal throughout the Plan. Examples: school visits by the Superintendent; supervisory conferences between the principal and Superintendent; written reports and/or evaluations, etc.
- V. **EVIDENCE OF ACHIEVEMENT**: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE**: The length of A PIP shall be between five and ten months but no longer in duration than through the end of the school year, as determined by the District. A specific Timeline shall be added for implementation of the various components of the PIP and for the final completion of the PIP. The District shall identify the dates for preparation of written documentation regarding the completion of the Plan.

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

- I. **TARGETED GOALS**:
1. Student Growth and/or Engagement
 2. Supervision of Staff
 3. Fiscal Management
 4. Community Relations
- II. **EXPECTED OUTCOMES**
1. List of specific expectations related to targeted goals identified in Section I
- III. **RECOMMENDED ACTIVITIES**
1. List of specific activities related to targeted goals identified in Section I
- IV. **RECOMMENDED RESOURCES**
1. List specific materials, people, workshop to be used to support the PIP
 2. Identify the instrument or rubrics used to monitor progress
 3. Online professional development
- V. **EVIDENCE OF ACHIEVEMENT**
1. Identify how progress will be measured and assessed

2. Specify next steps to be taken based upon progress or lack thereof

VI. **TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES**

1. Identify dates for school visitations consistent with APPR Plan
2. Identify dates for progress meetings with Superintendent related to each identified targeted goal

NOW, THEREFORE, the parties agree that the elements contained within this Supplemental Memorandum of Agreement shall be incorporated into the District's 2012-13 APPR Plan Document.

SO AGREED, this 13 day of September, 2012

THE DISTRICT

By: _____

Dr. Brian Monahan
Interim Superintendent of Schools

THE ASSOCIATION

By: _____

Mathew Swerdloff
Association President

APPENDIX A: Multidimensional Principal Performance Rubric Point Allocations

Multidimensional Principal Performance Rubric Point Allocations

Domains	Points
Domain 1: Shared Vision of Learning	9
a. Culture	5
b. Sustainability	4
Domain 2: School Culture & Instructional Program	17
a. Culture	3
b. Instructional Program	6
c. Capacity Building	2
d. Sustainability	3
e. Strategic Planning Process	3
Domain 3: Safe, Efficient, Effective Learning Environment	15
a. Capacity Building	5
b. Culture	4
c. Sustainability	3
d. Instructional Program	3
Domain 4: Community	9
a. Strategic Planning Process: Inquiry	5
b. Culture	2
c. Sustainability	2
Domain 5: Integrity, Fairness, Ethics	6
a. Sustainability	4
b. Culture	2
Domain 6: Political, Social, Economic, Legal & Cultural Context	4
a. Sustainability	2
b. Culture	2
TOTAL POINTS	60

APPENDIX B: PRINCIPAL APPR

PRINCIPAL APPR

EXAMPLES OF EVIDENCE/ARTIFACTS

Following is a list of mutually agreed upon documents that can be used throughout the evaluation process, including but not limited to, the creation of a portfolio and supporting evidence:

Standard 1: A school administrator is an education leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Examples of Evidence/Artifacts

- Building goals
- School Improvement Plan
- Grade level goals
- Conference day programs
- Staff development plan
- Staff development calendar
- Staff development agendas and products
- Faculty meeting agendas
- Staff memos
- Parent letters
- Administrative council meeting agendas
- Department, grade level and/or team meeting agendas
- Scheduled collaboration and common planning time
- Mission/vision statement posers
- Instructional data compiled for staff
- Board presentations
- Advisory committee meeting agendas
- End-of-year report
- School newsletter
- Parent and student communications
- School website
- Strategic plan
- Monthly reports
- School report card
- Parent meeting agendas
- Building-wide discipline plan

- Interscholastic academic eligibility policy
- Character education programs
- Guidance plan
- Student recognition programs
- Building tours
- Student orientation assemblies and lessons
- New entrant orientation program

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to students learning and staff professional growth.

Examples of Evidence/Artifacts

- Recruiting, hiring, and retaining quality staff
- New teacher orientation and induction programs
- Staff development plan
- Staff development calendar
- Staff mentors programs
- Administrative orientation and induction programs
- New administrator mentor programs
- Staff recognition programs
- Teacher and administrator observations and evaluations
- Teacher observation schedule
- Tenure recommendations
- Recommendations for continued employment
- Supervision of teacher APPR plans
- Observation and evaluation of non-certified staff (clerical, security, food service, teaching assistants, cafeteria aides, hall monitors, individual aides, etc.)
- Child study team meetings
- Motivational assemblies, speakers, and programs
- Planning and development plan and calendar
- Professional development program agendas and products
- Staff development plan and calendar
- Demonstration plans and lessons
- Provide teachers with opportunities to observe best practices
- Walk-through observation schedules
- Administrative council meeting agendas
- Faculty meeting agendas
- School climate surveys
- Administrative journal

- Administrative calendar
- Attend local, state and/or professional conferences
- Professional reading library for staff
- Supportive notes from staff or community
- Student recognition of academics and athletics
- Art and Music awards programs and competitions
- Honor society
- Student faculty communication committee
- Guidance plan and program
- Identification and placement of ELL and Students with Disabilities
- Annual review of Students with Disabilities
- Child Study Teams
- Student agenda book
- Registration procedures
- Character education programs
- Records management procedures
- College application process
- Class rankings
- Honor roll
- Commencement exercise
- Student activities (homecoming, prom, dinners, dances, field trips, etc.)
- Interscholastic athletic programs
- Intramural athletic programs
- Extended day programs
- GED programs
- School newspaper
- Yearbooks
- Literary magazine

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Examples of Evidence/Artifacts

- Master schedule
- Duty rosters
- Class rosters
- Staff memos
- Assessment preparation and planning
- Proctor schedules
- Administration, scoring and reporting of state assessments; Regents examinations, mid-term examinations, ACT SAT, IB, AP and NYSESLAT
- Analyses of data and application to instruction
- Transportation schedule and roster
- Class size reports
- Staffing projections
- Calendar planning
- Budget development (equipment, supplies, technology, textbooks, shared services, etc.)
- BEDS report
- VADIR report
- AIS programs
- Substitute coverage
- Cabinet meetings
- Administrative council meeting agendas
- General faculty and staff meeting agendas
- Department meeting agendas
- Grade level meeting agendas
- Team meeting agendas
- Faculty meeting agendas
- Monthly reports

- End-of-year report
- Building expectations/rules communicated and posted
- School safety and emergency plan
- Crisis management team meetings
- Phone log and email
- Fire inspection report and insurance audit
- School security plan
- School safety committee
- School attendance policy
- Staff memos
- Plant management walk-through
- Student orientation documents
- Regular meetings with maintenance staff
- Safety survey data
- Teacher handbook
- Substitute handbook
- Student agenda book
- New teacher orientation and induction program
- Teacher/administrator mentor program
- District Code of Conduct
- 3214 Due Process procedures
- Student disciplinary hearings
- Suspension reports
- Immunizations report
- School health report
- Infection prevention, letters, email, telephone
- Parent portal communication
- School report cards
- Open school nights
- Meet the teacher nights
- Parent teacher conference days

- Progress reports
- Report cards
- Bi-lingual communication
- Emergency telephone system
- Emergency website information

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Examples of Evidence/Artifacts

- Parent advisory committee agendas
- PTSA and/or PTA meeting agendas and programs
- Sports booster club meeting agendas and programs
- Band parent organization meeting agendas and programs
- Shared decision making team meetings and products
- Collaboration with higher education
- Career day programs
- Parent volunteer recognition program
- Teaming with the Cooperative Extension, YMCA, Key Club, Kiwanis, Rotary, Lions, etc.
- Boy Scout and Girl Scout programs and recognition
- Fire department
- Family night programs
- Class parent and support programs
- Social worker outreach programs
- School health services
- Mental health resource connections
- Drug abuse prevention programs
- School health fairs
- School newsletter articles
- School website information
- Hispanic History Month
- Black History Month
- Women's History Month
- Veteran's History Month
- September 11th Heroes Day
- President's Day

- Thanksgiving and other culturally relevant civic celebrations
- Recognition and celebration of important cultural events of all stakeholders

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Examples of Evidence/Artifacts

- Adherence to school conduct and discipline policy
- Attendance policy
- Student handbook policy and procedures
- Teacher handbook policy and procedures
- Interscholastic academic eligibility policy
- Child abuse and maltreatment prevention
- Bullying prevention programs
- Suicide prevention programs
- Sexual harassment prevention and reporting programs
- Timely notification of sex offenders
- Student recognition programs
- Character education recognition
- Academic awards
- Athletic awards
- Programs promoting tolerance and acceptance of all
- Character education assemblies and ongoing motivational programs
- Recognition and celebration of diversity
- Balanced team and/or class construction
- Multi-lingual school to parent communications
- Recognition and celebration of important cultural events of all stakeholders
- Public recognition of diversity in newsletters and websites
- Adherence to broad education policies

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Examples of Evidence/Artifacts

- Guide staff disaggregating data
- Log community resources
- Work with local civic organizations
- District curriculum committee
- Staff development surveys
- Community and student surveys
- Demographic and academic data collection and review
- Superintendent's administrative council
- Ad hoc committee participation
- Implement new Commissioner's regulations and guidelines
- Attend district budget planning session

APPENDIX C: ISLLC Standards

ISLLC Standards

The Interstate School Leaders Licensure Consortium (ISLLC) Standards have been developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA).

There are six standards. Each standard is followed by the *Knowledge* required for the standard, the *Dispositions* or attitudes manifest by the accomplishment of the standard, and *Performances* that could be observed by an administrator who is accomplished in the standard.

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge

The administrator has knowledge and understanding of:

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

Dispositions

The administrator believes in, values, and is committed to:

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one's own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders

- the vision is developed with and among stakeholders
- the contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision and mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- barriers to achieving the vision are identified, clarified, and addressed
- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

The administrator has knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

Dispositions

The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- lifelong learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

Performances

The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- lifelong learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge

The administrator has knowledge and understanding of:

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions

Dispositions

The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

Performances

The administrator facilitates processes and engages in activities ensuring that:

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning

- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used
- effective communication skills are used
- there is effective use of technology to manage school operations
- fiscal resources of the school are managed responsibly, efficiently, and effectively
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge

The administrator has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community
- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

Dispositions

The administrator believes in values, and is committed to:

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school
- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind
- resources of the family and community needing to be brought to bear on the education of students
- an informed public

Performances

The administrator facilitates processes and engages in activities ensuring that:

- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly

- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge

The administrator has knowledge and understanding of:

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

Dispositions

The administrator believes in, values, and is committed to:

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions
- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

Performances

The administrator facilitates processes and engages in activities ensuring that:

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model
- accepts responsibility for school operations
- considers the impact of one's administrative practices on others

- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge

The administrator has knowledge and understanding of:

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation
- the law as related to education and schooling
- the political, social, cultural and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

Dispositions

The administrator believes in, values, and is committed to:

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values, and cultures
- importance of a continuing dialogue with other decision makers affecting education
- actively participating in the political and policy-making context in the service of education
- using legal systems to protect student rights and improve student opportunities

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the environment in which schools operate is influenced on behalf of students and their families
- communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- there is ongoing dialogue with representatives of diverse community groups

- the school community works within the framework of policies, laws, and regulations enacted by local state, and federal authorities
- public policy is shaped to provide quality education for students
- lines of communication are developed with decision makers outside the school community

Appendix D: APPR - Principal Evaluation Local 60 Points- Sample Calculation Spreadsheet

APPR - Principal Evaluation Local 60 Points- Sample Calculation Spreadsheet

(For illustration purposes of how the MPPR portion of the evaluation may be calculated)

	Sample Entry by Principal	Sample Points Assigned	Total = 100%	Highly Effective = 100%	Effective = 95%	Developing = 85%	Ineffective = 0%
1a	E	4.75	5.00	5.00	4.75	3.75	0.00
1b	E	3.80	4.00	4.00	3.80	3.00	0.00
2a	E	2.85	3.00	3.00	2.85	2.25	0.00
2b	E	5.70	6.00	6.00	5.70	4.50	0.00
2c	E	1.90	2.00	2.00	1.90	1.50	0.00
2d	E	2.85	3.00	3.00	2.85	2.25	0.00
2e	E	2.85	3.00	3.00	2.85	2.25	0.00
3a	E	4.75	5.00	5.00	4.75	3.75	0.00
3b	D	3.00	4.00	4.00	3.80	3.00	0.00
3c	D	2.25	3.00	3.00	2.85	2.25	0.00
3d	D	2.25	3.00	3.00	2.85	2.25	0.00
4a	D	3.75	5.00	5.00	4.75	3.75	0.00
4b	D	1.50	2.00	2.00	1.90	1.50	0.00
4c	D	1.50	2.00	2.00	1.90	1.50	0.00
5a	D	3.00	4.00	4.00	3.80	3.00	0.00
5b	D	1.50	2.00	2.00	1.90	1.50	0.00
6a	D	1.50	2.00	2.00	1.90	1.50	0.00
6b	D	1.50	2.00	2.00	1.90	1.50	0.00
Total	E	51.20	60.00	60.00	57.00	45.00	0.00

APPENDIX E : Local 20% HEDI

Local 20% HEDI Breakdown

Rating	Percent of Teachers Scoring Effective or Higher on Local Growth Score	Overall Value
Highly Effective	94-100	20
Highly Effective	87-93	19
Highly Effective	80-86	18
Effective	78-79	17
Effective	76-77	16
Effective	74-75	15
Effective	72-73	14
Effective	70-71	13
Effective	68-69	12
Effective	67	11
Effective	66	10
Effective	65	9
Developing	63-64	8
Developing	61-62	7
Developing	59-60	6
Developing	57-58	5
Developing	56	4
Developing	55	3
Ineffective	36-54	2
Ineffective	18-35	1
Ineffective	0-17	0

APPENDIX F : Multidimensional Principal Performance Rubric

Multidimensional Principal Performance Rubric

Domain 1 – Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture¹ <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	<p>claims to have a vision and mission for the school, but keeps it private</p> <p>school vision and mission are unrelated to the district vision and mission</p> <p>disregards the need to use the school’s vision and mission to guide goals, plans and actions</p>	<p>identifies the school’s vision and mission, and makes them public</p> <p>school vision and mission are created in isolation of the district’s vision and mission and aligned as an afterthought</p> <p>refers to the school vision and mission as a document unconnected to programs, policies or practices</p>	<p>collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning</p> <p>school vision and mission aligns with the vision and mission of the district</p> <p>explicitly links the school’s vision and mission to programs and policies</p>	<p>engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision² and mission for learning</p> <p>school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide</p> <p>uses the school’s vision and mission as a compass to inform reflective practice, goal-setting, and decision-making</p>
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future)</i>	<p>assumes that the school’s improvement is either an event or the responsibility of a single individual</p>	<p>provides selected staff with opportunities to discuss school improvement efforts</p>	<p>has a process and structure in place for organizational improvement and uses it to assess the school</p>	<p>uses and regularly evaluates strategic processes and structures to promote the school’s continuous and sustainable improvement</p>

¹ In the electronic version, Culture is hyperlinked to an input PowerPoint.

² In the electronic version, shared vision is hyperlinked to an annotated shared visioning activity.

Multidimensional Principal Performance Rubric

Domain 2 – School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>acknowledges the need for communication and collaboration</p> <p>provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices to several individuals</p> <p>creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures</p>	<p>considers proposals for collaborative structures and projects</p> <p>encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design</p> <p>creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures</p>	<p>supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice</p> <p>develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects)</p> <p>creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures</p>	<p>establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice</p> <p>nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice</p> <p>engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful,³ relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways</p>

³ In the electronic version, *meaningful* will hyperlink to an activity on engagement and meaningfulness

Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i></p>	<p>promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts</p> <p>maintains a hands off approach to instruction</p> <p>initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>	<p>establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning</p> <p>provides mixed messages related to expectations for instructional methodology and own understanding of “best practices”</p> <p>allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>	<p>creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks</p> <p>supervises instruction and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work</p> <p>maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time</p>	<p>engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question</p> <p>supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning</p> <p>involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them</p>

Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i></p>	<p>assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students</p> <p>is unaware of effective and appropriate technologies available</p>	<p>invests in activities that promote the development of a select group of leaders</p> <p>provides the necessary hardware and software, and establishes the expectation that teachers will integrate technology into student learning experiences</p>	<p>develops the instructional and leadership capacity of staff</p> <p>promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available</p>	<p>develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school</p> <p>engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization</p>
<p>Sustainability⁴ <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i></p>	<p>uses “accountability” to justify a system that links student achievement with accolades and blame</p>	<p>assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other</p>	<p>develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement.</p>	<p>facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future.</p>

⁴ In the electronic version, *Sustainability* will hyperlink to a PowerPoint providing input on Sustainability.

Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Strategic Planning Process:</p> <p>monitoring/inquiry <i>(the implementation and stewardship of goals, decisions and actions)</i></p>	judges the merit of the instructional program based on what is used by others	evaluates the impact of the instructional program based on results of standardized assessments	gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program	provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement

Multidimensional Principal Performance Rubric

Domain 3 – Safe, Efficient, Effective Learning Environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i></p>	<p>obtains and uses human, fiscal and technological resources based on available funds or last year’s budget instead of need</p> <p>considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others</p>	<p>obtains human, fiscal and technological resources and allocates them without an apparent plan</p> <p>shares “leadership” by providing others with limited responsibilities for tasks and functions but no decision making ability</p>	<p>obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources</p> <p>develops the capacity for distributed leadership by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles</p>	<p>considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs</p> <p>embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-creates a process by which today’s leaders identify, support and promote the leaders of tomorrow</p>
<p>Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it</p>	<p>establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures</p>	<p>promotes and protects the welfare and safety of students and staff</p>	<p>engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls</p>

Multidimensional Principal Performance Rubric

Domain 3 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>	avoids engaging with management or operations systems	monitors and evaluates the management and operational systems	monitors, evaluates and revises management and operational systems	establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement
Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i>	allocates time as required to comply with regulations and mandates	schedules time outside of the typical school day for teachers to support instruction and learning	ensures teacher and organizational time is focused to support quality instruction and student learning	engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning

Multidimensional Principal Performance Rubric

Domain 4 - Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Strategic Planning Process: Inquiry <i>(gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success)</i>	makes decisions about whether or not to change the educational environment based on own impressions and beliefs	collects and analyzes data and information pertinent to the educational environment	collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements	engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	considers the community as separate from the school	provides isolated opportunities for including the community in a school activity or for engaging students in community outreach or service projects	promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through diverse activities	engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>	identifies lack of family and caregiver involvement as a key explanation for lack of achievement	takes actions intended to increase family and caregiver support for the school	builds and sustains positive relationships with families and caregivers	builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts

Multidimensional Principal Performance Rubric

Domain 5 – Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i></p>	<p>associates “accountability” with threats and blame for students’ academic and social difficulties</p> <p>makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them.</p> <p>blames mandates for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders</p>	<p>focuses on accountability for academic and social success of students whose test results threaten the school’s standing</p> <p>makes decisions and takes actions without considering consequences, dealing with them if and when they occur</p> <p>assumes responsibility for decisions and actions related to mandates</p>	<p>ensures a system of accountability for every student’s academic and social success</p> <p>considers and evaluates the potential moral and legal consequences of decision-making</p> <p>assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility</p>	<p>enables an approach to “accountability” that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student’s academic and social success</p> <p>engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good</p> <p>promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school’s learning and work and align with its ethical and moral beliefs</p>

Multidimensional Principal Performance Rubric

Domain 5 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others</p> <p>pays lip service to values related to democracy, equity and diversity</p> <p>implements strategies that group and label students with specific needs, isolating them from the mainstream</p>	<p>proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others</p> <p>holds others accountable for upholding the values of democracy, equity and diversity</p> <p>asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action</p>	<p>models principles of self-awareness, reflective practice, transparency, and ethical behavior</p> <p>safeguards the values of democracy, equity, and diversity</p> <p>promotes social justice and ensures that individual student needs inform all aspects of schooling</p>	<p>engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school, and determining how to replicate them</p> <p>provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity</p> <p>creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions</p>

Multidimensional Principal Performance Rubric

Domain 6 – Political, Social, Economic, Legal and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i></p>	<p>appears unaware of decisions affecting student learning made outside of own school or district</p> <p>waits to be told how to respond to emerging trends or initiatives</p>	<p>reacts to district, state and national decisions affecting student learning</p> <p>continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field</p>	<p>acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district</p> <p>assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies</p>	<p>engages the entire school community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning</p> <p>draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements</p>
<p>Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>advocates for self and own interests</p>	<p>advocates for selected causes</p>	<p>advocates for children, families, and caregivers</p>	<p>guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another</p>

Multidimensional Principal Performance Rubric

Other: Goal Setting and Attainment

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Uncovering Goals</p> <ul style="list-style-type: none"> • Align • Define 	<p>“does” goal setting in order to be in compliance with mandates or regulations</p> <p>operates from own opinion and perceptions without attending to vision and data</p> <p>extracts goals from own interests</p> <p>goals are isolated action steps, unaligned to a goal that can actually be worked toward</p>	<p>completes goal setting activities to satisfy external expectations and assumptions about the connection between principal practice and student learning</p> <p>considers data gathered about teacher practice, academic results and/or school learning environment in isolation of the school and district vision</p> <p>establishes goals that focus on improving teacher practice, and academic results and/or school learning environment</p> <p>goals are broad, general, aspirational statements that are too big to be assessed</p>	<p>engages in the goal setting process as part of own professional improvement as related to improving student learning</p> <p>works with the superintendent to consider the school and district vision and student learning needs, as well as information gathered about teacher practice, academic results and/or the school learning environment</p> <p>creates goals that connect changes in principal practice to the improvement of teacher practice, academic results, and/or school learning environment in order to improve student learning</p> <p>goals are stated in ways that allow progress toward them to be assessed</p>	<p>embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the school’s current reality and the vision</p> <p>engages a cross role group, including the superintendent, teachers and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, teacher practice, academic results and/or the school learning environment</p> <p>generates goals that maximize on the principal’s role in improving teacher practice, academic results, and/or school learning environment in the service of improving learning</p> <p>goals are expressed in statements that are both actionable and measurable</p>

Multidimensional Principal Performance Rubric

Goal Setting and Attainment (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Strategic Planning⁵</p> <ul style="list-style-type: none"> • Prioritize • Strategize 	<p>considers goals in no special order</p> <p>changes commitment to goals as new ones emerge</p> <p>lists generic strategies that could apply to a variety of goals</p> <p>states the benefits of attaining the goal(s)</p>	<p>prioritizes goals based on own interests</p> <p>relies on own perspective to assert the importance and alignment of identified goals</p> <p>lists strategies that will be used to accomplish goals identified</p> <p>describes, in general terms, what successful goal attainment will look like and accomplish</p>	<p>prioritizes goals by considering what can be gained by pursuing each</p> <p>uses superintendent's perspective to test own assumptions about goals to see if they are truly connected to the school/district vision and needs</p> <p>articulates strategies supporting actions, and reasons for selecting them</p> <p>identifies anticipated specific measures of success for each goal</p>	<p>prioritizes goals by considering the potential benefits and unintended consequences of pursuing certain goals vis-a-vis others</p> <p>uses the perspectives of others to test own assumptions about the goals articulated and to see if they are truly connected to the school/district vision and needs</p> <p>articulates strategies supporting actions and also for overcoming obstacles to the plan, with rationale for selecting them that includes anticipated results, implementation intentions⁶ related to each, and evidence of strategy's impact.</p> <p>describes the evidence that, when collected and annotated, will support that attending to these goals actually decreases the distance between current reality and the vision</p>

⁵ In this electronic version, *Strategic Planning* will hyperlink to a scaffolded, strategic planning worksheet.

⁶ In the electronic version, *implementation intentions* will be a hyperlinked definition with examples.

Multidimensional Principal Performance Rubric

Goal Setting and Attainment (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Taking Action</p> <ul style="list-style-type: none"> • Mobilize • Monitor • Refine 	<p>refers in general to working toward goals, but is unable to articulate related steps or strategies</p> <p>speaks about taking actions, but has trouble committing and getting started</p> <p>changes goals to better match what is currently happening or uses what is happening to rationalize giving up</p>	<p>identifies a series of individual actions for each goal without specifying whether the goals are long or short term</p> <p>implements the action plan quietly and privately</p> <p>adjusts goals and actions based on instinct and self-perceptions</p>	<p>creates an action plan that delineates steps and strategies for all goals, regardless of whether they are short or long term</p> <p>implements the action plan publically, and invites others to use it as a model for goal setting that they can do as well</p> <p>monitors and refines goals and/or action steps, based on formative assessment of evidence collected</p>	<p>designs an action plan that clearly differentiates between short and long term goals and their associated steps and strategies</p> <p>shares and implements the action plan publically, and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning</p> <p>seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan</p>

Multidimensional Principal Performance Rubric

Goal Setting and Attainment (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Evaluating Attainment</p> <ul style="list-style-type: none"> • Document <ul style="list-style-type: none"> ○ Insights ○ Accomplishments ○ New questions ○ Implications for moving forward • Next steps 	<p>documentation is a beginning and end event and focuses on restating actions taken and noting obstacles to goal achievement</p> <p>categorically claims goal attainment or uses failure to meet goals set as evidence that the goal setting process does not work</p> <p>dismisses the possibility of using goals to define next steps</p>	<p>sporadically documents thinking related to key moments, obstacles or achievements</p> <p>evaluates goals and goal attainment based on own impressions of what success should have looked like and what was actually achieved</p> <p>considers new goals based on success in achieving current goals, adjusting them to match perceived ability of the school to actually improve</p>	<p>periodically documents own thinking and reactions to the progress made obstacles encountered, and insights or questions that arise</p> <p>evaluates goals and goal attainment by assessing “evidence of success,” establishing the degree to which the goal has been achieved, and determining next steps towards attaining the school vision</p> <p>determines next steps and future actions to improve student learning, teacher practice, academic results and/or the school learning environment in light how successful the recent work was in making improvements</p>	<p>throughout the implementation of the action plan, systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences</p> <p>taps the perspectives of those who supported the initial data analysis to help evaluate goal attainment and related impact on learning by assessing “evidence of success,” establishing the degree to which the goal has been achieved, and determining next steps in attaining the school vision and improving learning</p> <p>engages stakeholders⁷ in planning, future goals, actions and next steps to improve student learning, teacher practice, academic results and/or the school learning environment based on how much closer the school and district are to the vision</p>

⁷ In the electronic version, stakeholders would be a hyperlink to a definition and stakeholder identification activity.