Principal and Building Leader Summative Rubric 3.0 for LEA.ISD.ESA

The Principal and Building Leader Summative Rubrics 3.0 provide administrators and their evaluators with a condensed version of each evaluation characteristic (see School ADvance Administrator Evaluation User Manual and the Principal and Building Leader Framework and Formative Rubric 3.0). This Summative Rubric is organized around the four practice domains (Domains 2-5) and nine practice factors for assessing the performance of building principals, site directors for school and center based student programs, assistant principals, deans of students, and other building administrators with instructional program responsibilities. The Principal and Building Leader Framework provides statements that capture the major elements of each domain through specific performance factors and characteristics. The Domains, Factors, and Characteristics in the Summative Rubric match those in the Framework and Formative Rubric. The Summative Rubric should be used as the basis for the summative performance assessment. The Formative Rubric should be used for formative assessment activities (e.g. self-assessment, conferencing and dialogue, observations, evidence portfolios, etc.) and to provide clarity for developing performance ratings on the Summative Rubric, informing personal growth plans, or plans of assistance/improvement.

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

NOTE: Domain 1 is only provided in the Summative Rubric. There is no Formative Rubric needed or provided for Domain 1–Results, as Domain 1 is only factored into the performance review at the summative level.

Color Key for Rubrics:

Domains
Factors
Characteristic

Domain 1 – Results			
A. Growth targets on state academic measures (both annual and interim or benchmark assessments)*			
Not Met	**Partially Met**	**Met**	**Exceeded**
1A	Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets
B. Growth targets on other valid local academic measures including normed or criterion-referenced assessments and/or assessment rubrics, based on Student Learning Objectives (SLOs) or other locally employed analytics*			
Not Met	**Partially Met**	**Met**	**Exceeded**
1B	Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets
C. Growth targets on valid, research supported behavioral measures associated with academic achievement*			
Not Met	**Partially Met**	**Met**	**Exceeded**
1C	Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets
D. Growth targets on valid, research supported psycho, social, or emotional measures associated with academic achievement*			
Not Met	**Partially Met**	**Met**	**Exceeded**
1D	Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets

*Growth targets should be expressed as a range rather than a single point target. If more than one growth target is set for any of Factors A-D, score each growth target separately and determine the formula for aggregating ratings on all targets for each Factor into one rating for that Factor. Also develop a formula for aggregating ratings on all Factors (A-D) into one overall Domain 1 rating applying any statutory requirements where applicable. See page 3 for further explanation. Also, see pages 3-4 for information on adapting Domain 1 for use by intermediate and regional service districts and agencies.

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Additional Information on Measures and Growth Targets

Many states, including Michigan, have statutory requirements for the calculation and inclusion of student growth ratings. Users are advised to work with guidance provided by their state departments of education regarding specific statutory requirements for their state and any regulations or technical assistance to interpret those statutory requirements. The Four student growth factors of the School ADvance Domain 1 reflect the current state of the literature and research regarding student growth ratings. They also provide districts with options for identifying what student success indicators and measures to include in a local student growth rating system.

Districts are further advised to work toward a comprehensive student success and growth model. To get started, consult with the School ADvance User' Manual and Training Materials and attend a School ADvance training workshop for initial guidance. Through the School ADvance workshops and support material, users are introduced to the following process for applying the four Factors of Domain 1 to develop student growth ratings:

1. Establish a district student success model with a variety of student success indicators and measures
2. Use trend data for various student success indicators and measures to establish growth targets
3. Set ranges for achieving each growth target
4. Select and use behavioral measures as appropriate for the student population (Factor C)
5. Select and use of psycho, social, emotional measures as appropriate for the student population (Factor D)
6. Develop a formula for aggregating the growth ratings for each Factor into an overall Domain 1 growth rating if required by statute or district evaluation policy*

* Growth ratings for both teachers and administrators are always estimates of a given person's influence on student success and growth. As such, they are not exact measures and should be used advisedly in combination with evidence of actual performance indicators based on demonstrated practices and behaviors. School ADvance encourages the use of multiple indicators and multiple measures to estimate student growth and success and triangulation of evidence of student growth for any given success indicator. Where districts are allowed local prerogative under state requirements for creating student growth ratings, School ADvance recommends using a collaborative process with teachers and school leaders to develop a local student success model and develop student growth targets and ratings on the basis of that model.

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Adapting Domain 1 for Leaders at the district level of intermediate school districts (ISDs), regional educational service agencies (ESAs), and other state or regional service providers that serve multiple local districts:

The following provides guidance for ISDs or ESAs on when it is appropriate to apply each of the Domain 1 Factors:

1. If the ISD or ESA provides programs that include grade levels and subjects for which there are state assessments or alternative assessments, Factor A would apply to any administrator overseeing those programs, the ISD or ESA superintendent, and any central administrators who oversee a division that hosts such programs, if such data is determined to be used in the evaluation process.
2. If the ISD or ESA provides programs that have academic student outcomes not covered by any state assessment or alternative assessment (e.g. vocational, visual and performing arts, special education programs, alternative school, or other chartered school programs), Factor B would apply as described in number 1).
3. If the ISD or ESA provides programs that have behavioral student outcomes (e.g. some special education, juvenile programs, vocational programs, etc.), Factor C would apply as described in number 1.
4. If the ISD or ESA provides programs that have psycho, social, or emotional outcomes (e.g. some special education, juvenile programs, vocational programs, etc.), Factor D would apply as described in number 1.
5. If the ISD or ESA provides **no programs that serve students directly**, Factors A-D do not apply and that ISD may want to use the Alternative Domain 1 illustrated below, in place of the standard Domain 1 displayed on page 1.
6. The following can also be used to supplement the required student growth rating in ISDs and ESAs that provide student programs and want to hold administrators accountable for both student growth (which should follow the provisions above) and growth on non-student based quality indicators.

Alternative Domain 1 – Non-Student Based Results			
Growth Targets on One or More Non-Student Based ISD/ESA Quality Indicators~			
Not Met	**Partially Met**	**Met**	**Exceeded**
	The district, division, and/or department made progress toward non-student based quality indicator targets for this cycle, but fell short of the effective performance range for this cycle	The district, division, and/or department made progress toward non-student based quality indicator targets within the performance range set for this cycle	The district, division, and/or department made progress toward non-student based quality indicator targets that exceeded the performance range set for this cycle

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~Quality indicators can be developed for each division, department, and the overall organization based on a strategic plan or another means of establishing key performance indicators. School ADvance can help ISDs and ESAs establish their quality indicators and develop improvement targets, if desired.

Domain 2: Leadership			
Factor A: Vision for Learning and Achievement			
Characteristic 1: Mission and Vision			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
2A1	Maintains focus on the school and district mission and communicates an informed vision of successful all students	*And,* engages stakeholders to establish a shared and informed vision of success for all students that aligns with the district mission	*And* establishes shared leadership to maintain focus and commitment to the school and district mission and vision of success for all students
Characteristic 2: Goals and Expectations			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
2A2	Establishes, stays focused on, and monitors own performance related to goals and expectations of success for all students	*And* works with staff to establish and monitor shared goals and expectations that support with the school and district mission and vision for student success	*And* cultivates staff, student, and parent leadership to help achieve shared goals and expectations

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Factor B: Culture for Learning			
Characteristic 1: Values, Beliefs, Principles, and Diversity			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
2B1	Communicates, and acts in accordance with values, beliefs, guiding principles that honor diversity, the worth of each individual, and respect for others	*And,* works with school staff to establish values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others	*And,* cultivates staff, student, and parent leadership to operate under shared values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others
Characteristic 2: Language, Traditions, Celebrations, and Stories			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
2B2	Uses a variety of means to celebrate, communicate, and build upon the history, traditions, mission, and vision of the school	*And* works with staff, students, and parents to develop shared language, traditions, and stories that communicate and celebrate the mission and vision of the district	*And* cultivates staff, student, and parent leadership to celebrate the school's history, traditions, accomplishments, and aspirations

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Domain 2: Leadership			
Factor C: Leadership Behavior			
Characteristic 1: Informed and Current			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
2C1	Uses evidence based practices and practices to support the work of the school and district	*And* works with the staff to identify and use evidence based practices and strategies to inform and achieve the school mission, vision, and goals	*And* cultivates staff leadership to identify and use evidence based practices and strategies to inform and achieve the school mission, vision, and goals
Characteristic 2: Strategic and Systemic			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
2C2	Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school	*And* works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals	*And* cultivates shared leadership to organize school priorities and strategies into a systemic plan to achieve school and district goals

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Characteristic 3: Fair, Legal, Honest, and Ethical			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
2C3	Conducts work in a fair, legal, and ethical manner	*And,* holds school personnel accountable for fair, legal, and ethical conduct	*And* contributes to policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct
Characteristic 4: Adaptive and Resilient			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
2C4	Demonstrates the personal work habits, skills, and practices needed to carry out job responsibilities	*And* models and sets expectations for staff to use habits of reflective practice, personal growth, adaptation renewal, reliability, and consistency	*And* establishes school routines that support and recognize habits of reflective practice, self-assessment, and personal renewal

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Domain 3 – Systems			
Factor A: Reliable and Coherent, High Impact Instructional Program			
Characteristic 1: Guaranteed and Viable Curriculum			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
3A1	Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction	*And* works with staff to communicate curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core curriculum standards and differentiate instruction to meet the needs of all students	*And* cultivates shared leadership for interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the curriculum relevant for all students and understood by parents
Characteristics 2: Evidence based and Differentiated Instruction			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
3A2	Has a working knowledge of evidence based instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs	*And* works with staff to develop a repertoire of evidence based instructional practices that support active student learning, differentiation, and tiered interventions where needed to meet student needs	*And* establishes school processes and routines that engage teachers in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies to meet the needs of all students

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Characteristics 3: Standards Based Assessment and Feedback			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
3A3	Has a working knowledge of evidence based, ethical, and legal assessment and feedback practices	*And* works with staff to develop assessment literacy and competence in administering assessments, interpreting results, communicating student progress, setting learning goals, and making decisions that affect students	*And* works with staff to establish building and district systems, processes, policies, training, and shared leadership for evidence based, ethical and legal assessment and feedback practices

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Domain 3 – Systems			
Factor B: Safe, Effective, Efficient School Operations			
Characteristic 1: Laws, Policies, and Regulations			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
3B1	Maintains current knowledge and acts in accordance with state and federal laws, school safety regulations, employee contracts, and district policies	*And* informs and holds staff accountable for adherence to state and federal laws, school safety regulations, employee contracts, and district policies	*And* to monitor, evaluate, and improve school routines and processes to better align and support legal, safe, and ethical school operations and develop positive employee relations
Characteristic 2: Processes and Procedures			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
3B2	Maintains and follows district and school systems, processes, and procedures that support district and school programs and services	*And* ensures that staff and students understand and follow the systems, processes, and procedures of the school and district	*And* works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes, and procedures
Characteristics 3: Resource Allocation and Management			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
3B3	Adheres to established fiscal, human, and material resource management policies, systems, processes, and procedures	*And* communicates with staff about the school financial, human, and material resource status and develops processes for aligning and realigning resources to support school goals	*And* cultivates shared leadership to evaluate and adjust the management and allocation of fiscal, human, and material resources as needed to best support school goals and pursue new resources where possible

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Domain 4 – Processes			
Factor A: Community Building			
Characteristic 1: Relationships			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
4A1	Forms relationships with staff, students, families and the broader school community	*And,* is involved in the community as an advocate for the schools and regularly assesses and ensures that the school responds to the needs of a diverse school community	*And*, cultivates shared leadership to develop community partnerships, coordinated services, support, and advocacy for the school
Characteristic 2: Inclusion			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
4A2	Welcomes and invites parents and diverse members of the community to be involved with the school	*And* works with staff to identify and address student, parent, and community concerns and involve stakeholders in ways that are meaningful and relevant	*And* cultivates shared leadership to evaluate and improve community involvement and stakeholder inclusion
Characteristic 3: Communications			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
4A3	Communicates regularly with internal and external stakeholders about student achievement and other interests and concerns	*And* works with staff to develop and use a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school	*And* cultivates shared leadership to evaluate and improve the school's system of two-way communication with stakeholders and the media and involvement of parents in their child's education

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Domain 4 – Processes			
Factor B: Evidenced Based Improvement			
Characteristic 1: Collaborative Inquiry			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
4B1	Creates school routines to examine and question student and school results	*And* works with staff to conduct collaborative inquiry, challenge assumptions, raise questions, and interpret multiple sources of student results and other data to create evidence based continuous improvement plans	*And* cultivates shared leadership for collaborative inquiry, evidence based improvement strategies, and dissemination of results from action research, SMART Goals, and other team processes
Characteristic 2: Systematic Use of Multiple Data Sources			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
4B2	Uses multiple forms of data to develop, support, monitor, benchmark, and revise school goals and continuous improvement plans	*And* works with staff to use multiple year school process, student demographics, student achievement, and other student data along with staff, student, and parent feedback, to establish school goals and select evidence-based improvement strategies	*And* cultivates shared leadership to deepen student and school data analysis with triangulated data points, sub-scores, etc. to evaluate and revise continuous improvement goals and strategies, monitor implementation, and benchmark progress

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Characteristic 3: Data Systems			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
4B3	Uses and sets expectations for, staff use of the school's data collection, storage, security, retrieval, and analysis systems	*And* develops staff knowledge and monitors staff use of the school's data systems for classroom assessment and progress/performance monitoring	*And* cultivates shared leadership to use and evaluate the school's data system for collecting, analyzing, and interpreting multiple forms of data for progress and performance monitoring

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Domain 5 – Capacity			
Factor A: Human Development			
Characteristics 1: Professional Learning			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
5A1	Develops and implements a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance evaluation and/or professional learning systems	*And* works with staff to align personal growth plans, school professional learning plans, and induction, mentoring, and coaching systems based on performance data, research, and the school's mission, vision, and goals	*And* develops shared leadership to establish a professional learning culture and evaluate the impact of internal and external professional learning
Characteristics 2: Leadership Development			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
5A2	Involves staff in school decision making processes and recognizes staff leadership	*And* works with staff to build a culture of shared responsibility and leadership for day-to-day operations, student and school success, professional learning, and involvement of students, parents, and community in the work of the school	*And* develops shared leadership to develop and support staff, student, and parent leaders with the training, mentoring, coaching, and recognition needed to carry out meaningful leadership roles in the school

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Domain 5 – Capacity			
Factor A: Human Development			
Characteristic 3: Performance Evaluation			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
5A3	Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback, and development of personal growth and/or individual development plans (IDP)	*And* works to improve his/her personnel evaluation skills and strategies, increase staff understanding and participation in their own performance evaluations, and use performance evaluation to achieve improved student results	*And* involves staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the performance evaluation process
Characteristic 4: Productivity			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
5A4	Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work	*And* makes evidence-based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes	*And* differentiates and adapts staff roles and responsibilities to achieve the goals of the school using staff, student, and parent feedback to evaluate/improve school routines to increase productivity

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Domain 5 – Capacity			
Factor B: Technology Integration and Competence			
Characteristic 1: Personal Use of Technology			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
5B1	Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications	*And* models personal use of technology, participates in electronic learning communities, and uses technology to enhance communications and accomplish job responsibilities	*And* uses emerging technologies to increase productivity, develop leadership, and enhance teaching and learning
Characteristic 2: Learning and Teaching with Technology			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
5B2	Ensures that staff have the necessary training, support, direction, and monitoring to make effective use of technology for communications and routine job responsibilities	*And* works with staff to explore new uses for instructional technology and integrate technology into school plans for improving teaching and learning	*And* cultivates shared leadership for technology advocacy, solutions, and innovation to achieve the school's mission, vision, and goals

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Characteristic 3: Leadership for Technology			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
5B3	Builds a shared vision with staff and parents for using technology to enhance teaching and learning	*And* works with staff to identify evidence-based technology practices that improve instruction, extend learning opportunities and foster student and parent engagement in the learning process	*And* cultivates shared leadership and recognition for contributions to district policies and practices that encourage innovative use of technology to improve teaching and learning

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