

by Kim Marshall – Revised August 21, 2011

1. These rubrics are organized around six domains covering all aspects of a principal's job performance:
  - A. Diagnosis and Planning
  - B. Priority Management and Communication
  - C. Curriculum and Data
  - D. Supervision, Evaluation, and Professional Development
  - E. Discipline and Parent Involvement
  - F. Management and External Relations

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

2. The rubrics are designed to give principals and other school-based administrators an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. These rubrics are not checklists for school visits. To knowledgeably fill out the rubrics, a supervisor needs to have been in the school frequently throughout the year; it is irresponsible to fill out the rubrics based on one visit and without ongoing dialogue.

3. The \_\_\_\_\_ level describes solid, expected professional performance; any administrator should be pleased with scores at this level. The \_\_\_\_\_ level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. \_\_\_\_\_ indicates that performance has real deficiencies and must improve (although some novice administrators might start here). And performance at the \_\_\_\_\_ level is clearly unacceptable and will lead to dismissal if it is not improved immediately.

4. To score, read across the four levels of performance for each criterion, find the level that best describes the principal's performance, and circle or highlight it. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page.

5. Evaluation conferences are greatly enhanced if the supervisor and administrator fill out the rubrics in advance and then meet and compare one page at a time. Of course, the supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate score for each criterion. Supervisors should go into evaluation process with some humility since they can't possibly know everything about an administrator's complex world. Similarly, administrators should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help an administrator improve. The kindest thing a supervisor can do for an underperforming administrator is give candid, evidence-based feedback and robust follow-up support. Honest scores for all the administrators in a district can be aggregated into a spreadsheet that can give an overview of leadership development needs (see page 9 for a sample).

The principal:

	Recruits a strong leadership team and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
	Wins staff and student buy-in for a succinct, inspiring, results-oriented mission statement.	Produces a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a boiler-plate mission statement that few colleagues remember.	Does not share a mission statement.
	Gets strong staff commitment on a bold, ambitious 3-4-year student achievement target.	Builds staff support for a 3-4-year student achievement target.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time and does not provide an achievement target.
	Wins staff ownership for a robust, research-based theory of action for improving achievement.	Researches and writes a convincing theory of action for improving achievement.	Accepts colleagues' current notions of how student achievement is improved.	Says that hard work improves achievement – but shows doubts that progress can be made.
	Collaboratively crafts a lean, comprehensive, results-oriented strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Writes a cumbersome, non-accountable strategic plan.	Recycles the previous year's cumbersome, non-accountable strategic plan.
	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.
	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.	Manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

## B. Priority Management and Communication

The principal:	<b>4</b> Highly Effective	<b>3</b> Effective	<b>2</b> Improvement Necessary	<b>1</b> Does Not Meet Standards
<b>a.</b> <b>Planning</b>	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
<b>b.</b> <b>Communication</b>	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
<b>c.</b> <b>Outreach</b>	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
<b>d.</b> <b>Follow-Up</b>	Has a foolproof system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
<b>e.</b> <b>Expectations</b>	Has total staff buy-in on exactly what is expected for management procedures and discipline.	Makes sure staff know what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.
<b>f.</b> <b>Delegation</b>	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	Delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him- or herself.
<b>g.</b> <b>Meetings</b>	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
<b>h.</b> <b>Prevention</b>	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
<b>i.</b> <b>Efficiency</b>	Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
<b>j.</b> <b>Balance</b>	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.	Is healthy and focused by balancing work demands with healthy habits.	Is sometimes unfocused and inattentive because of fatigue and stress.	Is unproductive and irritable because of fatigue and stress.

**Overall rating:** \_\_\_\_ **Comments:**









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A.D \_\_\_\_\_ :

D

B. \_\_\_\_\_ C \_\_\_\_\_ :

D

C.C \_\_\_\_\_ D \_\_\_\_\_ :

D

D. \_\_\_\_\_ D \_\_\_\_\_ :

D

.D \_\_\_\_\_ :

D

\_\_\_\_\_ :

D

A C B :

A C B AD A :

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D :

A :

D :

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## Spreadsheet of Rubric Scores of 12 Principals for PD Purposes

	1	2	3	4	5	6	7	8	9	10	11	12
Henrietta Moreton	3	3	3	2	3	3	3	3	3	3	3	3
Paula Bobb	4	4	4	4	4	4	4	4	4	4	4	4
Carlton Robinson	3	3	3	2	3	3	3	3	3	3	3	3
Kim Slawus	3	3	3	1	3	3	3	3	3	3	3	3
Brazil Moore	3	3	3	2	3	3	3	3	3	3	3	3
Marvin Marcus	4	4	4	4	4	4	4	4	4	4	4	4
David Boggs	3	3	3	3	3	3	3	3	3	3	3	3
Totals	34	36	34	31	33	34	36	34	31	33	34	33

A D  
*Educational Leadership*, 1987  
 "Assessing Educational Leaders, (C , 2009)  
 A B  
*The Elementary School Journal*, 1985  
 A D A *Streamlined Seminar* ( . 11, #3),  
 D 1992  
*Building Teachers' Capacity for Success* A (A CD, 2008)  
 A , *Education Week*, A 12, 1995  
*Getting Things Done* D A ( , 2001)  
*Good to Great* C ( B , 2001)