

Principal Evaluation Rubric

<p>Domain 1. Commitment to Catholic Education: The principal has a strong and authentic commitment to living his/her Catholic faith both within and outside the school community. He/she strives to be an intentional disciple of Christ. As principal she/he exhibits a clear understanding of and commitment to the role and vision of Catholic education as understood by the Church and to the spiritual growth of the whole school community.</p>						
Unsatisfactory 1	2	3	Proficient 4	5	6	Exemplary 7
<p>The principal fails to exhibit a strong and authentic commitment to living his/her faith beyond Sunday attendance and other required school religious activities. He/she has great difficulty in articulating and integrating that faith life into his/her vision for and leadership of the school and this is reflected in a weak Catholic ethos and vision within the school community.</p>			<p>The principal exhibits a strong and growing commitment to living authentically his/her Catholic faith. He/she is attentive to their own faith formation and spiritual growth and is capable of articulating a strong vision based on Catholic ethos and values for the school community.</p>			<p>The principal has embraced intentional Christian discipleship and an active life of faith. He /she is attentive to their own faith formation and spiritual growth and from it has articulated and put in place a strong vision for the school community based on Catholic values and faith traditions. Under his/her leadership the school has become a vibrant center of spiritual and academic excellence within the parish.</p>

Sample Evidences

- The principal builds a faith community within the school that is welcoming and prayer-filled.
- Prayer is evident throughout the day.
- Values and behavior are consistent with Catholic/Christian values.
- Provides a clear expression of values that reflect thoughtful examination.
- He/she has exhibited these behaviors in past behavior and is an excellent role model for our children.
- Every classroom has clearly displayed crucifixes and other Catholic religious symbols
- All teachers have current catechist certification according to local diocesan norms, or are in the process of obtaining such catechist certification.
- Provides an annual staff retreat day to build a faith community among the staff.
- Staff meetings include time for prayer and time for discussion about Religion and Catholic values
- All staff attends Mass and the Sacrament of Reconciliation with the children.
- Teachers pray using memorized and spontaneous prayer with their students often during the day.
- Special prayer events are celebrated throughout the year/ the liturgical cycle of the church (e.g., blessing of animals, blessing of throats, etc.)

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<p>Domain 2. Leadership and Serving Others: Expresses gratitude and humility about the opportunity to lead. Fosters and promotes the overall parish vision through its ministry and activities. Recognizes the challenging nature of the leadership role and is highly committed to investing the mental, emotional, and physical energy to serve people. Seeks to build professional relationships with others. Helps others develop a shared vision of a more productive future based upon the unique strengths and interests of the school and parish as a whole. Is committed to the growth of virtue, love of God and love of others.</p>						
Unsatisfactory 1	2	3	Proficient 4	5	6	Exemplary 7
Sees being a principal as a job not a calling. Does not seem to express any special interest in serving others and leading others. Fails to articulate a vision for the school.			States an interest in being a professional and will do what is needed to maintain the current state of the school. She/He is good at maintaining the day to day requirements of the job. Could benefit from assistance in articulating a vision for the school.			Sees being a principal as a calling. Has a clear vision of the school as an integral part of parish ministry. Actively working to strengthen the vision and values in the school. This leader could be transformational.

Sample Evidences

- A written annual growth plan is in place to address how the school leader will address strengths and weaknesses
- Professional development activities consistent with the leader's growth plan have been identified
- Evidence of leadership initiatives is available
- Adherence to diocesan and state policies and procedures is evident.
- The principal has demonstrated his or her ability to be a problem solver.
- The principal has identified mentors and regularly interacts with them.
- When asked, faculty and staff identify the principal as the leader of the school.
- When asked, faculty and staff describe the principal as uncompromising in regards to raising student achievement
- When asked, faculty and staff describe the principal as effectively communicating those non-negotiable factors that have an impact on student achievement
- When asked, faculty and staff generally agree as to the vision provided by the school leader.

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Domain 3. Establishes Learning Partnerships: Has a clear understanding of the school as an integral and visible partner within the parish and in the larger community. The principal enables students and teachers to collaborate with parish activities and community organizations, provides opportunities for parents to be vital partners in student learning, and works to develop strategies and learning opportunities that prepare teachers to enrich student learning.

Unsatisfactory 1	2	3	Proficient 4	5	6	Exemplary 7
The principal attempts to ensure that teachers have regular opportunities to interact regarding effective instructional practices but does not complete the task OR the principal does not attempt to do so. The principal fails to see the school as part of overall parish ministry and as a service to the greater community.			The principal ensures that teachers have regular opportunities to interact and observe effective instructional practices and improve their pedagogy The principal ensures that input is regularly received from students, parents, and community. Sees the school as part of the larger whole of parish life. Desires to maintain and strengthen the current connections with the parish and surrounding community organizations.			The principal intervenes and supports teachers who do not implement effective instructional practices. The principal ensures that input is regularly received from teachers and staff, appropriately delegates responsibilities, AND monitors the extent to which the inputs and delegations are contributing to the optimal functioning of the school. Actively seeks to strengthen connections with the parish and the surrounding community organizations and to be more active in collaborating with others in order to enrich the learning experiences of children.

Sample Evidences

- Professional learning communities (PLCs) are in place and meet regularly
- PLCs have written goals
- The school leader regularly examines the PLC's progress toward goals
- Common assessments are created by PLCs
- Student achievement and growth are analyzed by PLCs
- School Improvement Plan
- Evidence of School Improvement Team
- Student achievement and testing data
- Statement of school vision, mission, values, beliefs and goals
- Evidence of stakeholder involvement of vision, mission, value, belief and goal statements. Parent involvement in School Improvement Team
- PTSA/Booster club operation and participation
- Parent survey results
- Evidence of business partners and projects involving business partners
- Plan for shaping the school's image throughout the community
- Evidence of community support
- Number and use of school volunteer

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Domain 4. *Maintaining Discipline and an Orderly Environment:* Sets standards for discipline and maintains these standards in a fair and consistent manner. Ensures that the building and surrounding area are safe and orderly environments in which to study, learn and work

Unsatisfactory 1	2	3	Proficient 4	5	6	Exemplary 7
<p>The principal fails to ensure that well-defined routines and procedures are in place that lead to orderly conduct. The principal is inconsistent in enforcing discipline and dealing with rule violations.</p>			<p>The principal ensures that well-defined routines and procedures are in place that lead to safe and orderly conduct. Deals quickly and consistently with disruptions to learning and looks for underlying causes.</p>			<p>The principal sees maintaining discipline and order as essential to learning. Has established a culture throughout the school that supports a safe learning environment. Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention. Has a plan on how to ensure both discipline and learning. Will work with teachers to make sure a productive learning environment is maintained.</p>

Sample Evidences

- Established communication between school and local emergency officials.
- Clear and specific rules and procedures are in place and are reviewed regularly.
- Faculty and staff are provided the means to communicate about the safety of the school.
- Faculty and staff know the emergency management procedures and how to implement them for specific incidents
- Evidence of practicing emergency management procedures for specific incidents is available; tornado, lockdown, fire, and emergency evacuations drills.
- Evidence of updates to the emergency management plans and communication of them to the faculty and staff is available
- When asked, faculty and staff describe the school as a safe and orderly place
- When asked, the faculty and staff describe the school leader as highly visible and accessible
- When asked, faculty and staff describe the school as a place focused on learning

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Domain 5. *Negotiating/Handling Conflict:* Successfully mediates conflict between individuals and groups; can resolve and settle disputes equitably; can find common ground and obtain cooperation with minimum disruption.

Unsatisfactory 1	2	3	Proficient 4	5	6	Exemplary 7
The principal fails to demonstrate awareness of potential problems and/or areas of conflict within the school. The principal avoids conflict.			The principal demonstrates an awareness of potential problems and/or areas of conflict within the school. Creates processes to resolve problems and/or areas of conflict within the school.			Creates an atmosphere for dealing with conflict and negotiates in a positive and Christ-like manner for the benefit of the school.

Sample Evidences

- Resolves school-based problems/conflicts in a fair, democratic way
- Provides opportunities for staff members to express opinions contrary to those of authority or in relation to potentially discordant issues
- Discusses with staff and implements solutions to address potentially discordant issues
- Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected
- Resolves conflicts to ensure the best interest of students and the school result
- Emphasizes the need for open exchange of information about the conflict or problem. Friction is kept issue-oriented not personality-oriented. High value is placed on both the appropriate outcome of the negotiation as well as maintaining or enhancing relationships.

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Domain 6. Assessing and developing talent: Is a good judge of individual gifts and charisms; seeks to hire the best people available from inside or outside; provides accurate performance evaluations and assembles/develops a talented team.

Unsatisfactory 1	2	3	Proficient 4	5	6	Exemplary 7
Principal generally exhibits a passive approach to teaching and learning. Principal fails to provide needed resources and guidance to help teachers improve their craft, as evidenced by teacher performance and student growth.			Principal effectively provides needed resources and guidance to help teachers improve their craft, as evidenced by improved teacher performance and student growth. Principal seeks to recruit, and place staff and volunteers to the best effect. Views ongoing assessment as important to development.			Principal masterfully provides needed resources and guidance to help teachers improve their craft, as evidenced by improved teacher performance and student growth. Principal recruits, and places staff and volunteers to the best effect. Views ongoing assessment as essential to development.

Sample Evidences

- Individual teachers have written pedagogical growth goals
- Individual teachers keep track of their progress on their pedagogical growth goals
- Evaluation results, growth plans, and interventions for struggling teachers are available
- Meetings are regularly scheduled with teachers regarding their growth goals and tracking of their progress
- A system is in place to effectively evaluate and revise the school’s new teacher induction program
- The school leader has demonstrated a track record of hiring effective teachers
- The school leader has a track record of retaining effective teachers
- When asked, teachers can describe their progress on their pedagogical growth goals
- When asked, teachers can share documented examples of how reflection has improved their instructional practice
- Principal diligently works to ensure the “right people” are on the “right seats” in the school (e.g. teacher hiring, retaining, non-renewal, etc.)
- Sees the continual development of staff and teachers as an integral part of raising the bar of professionalism and effectiveness.

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Domain 7. *Interpersonal Skills:* While embracing their leadership role the principal is accessible and approachable; builds constructive and effective relationships; has a professional demeanor that immediately puts others at ease and disarms hostility

Unsatisfactory 1	2	3	Proficient 4	5	6	Exemplary 7
Exhibits poor interpersonal skills and fails to build constructive and effective relationships at all levels.			Demonstrates good interpersonal skills and builds constructive and effective relationships at all levels.			Demonstrates excellent interpersonal skills and builds constructive and effective relationships at all levels.

Sample Evidences

- The school leader is recognized by the school community as one who is willing to “take on tough issues”
- The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success
- When asked, faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn
- When asked, faculty and staff describe the school leader as an individual who will follow through with his or her initiatives
- When asked, faculty and staff describe the school leader as one whose actions support his or her talk and expectations

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<p>Domain 8. Student Focus: Believes that decisions must be based on what is best for student learning and achievement. Is committed to ensuring all students, regardless of limitations, are entitled to develop their unique strengths and talents. Develops with teachers and parents clearly defined targets and goals to help students grow. Believes firmly in the integration of faith and reason in all classes as a critical component in developing the student as a whole person.</p>						
Unsatisfactory 1	2	3	Proficient 4	5	6	Exemplary 7
<p>The principal focuses on student achievement as an important goal. Knows that setting goals is an important role for teachers, but has no plan on how to develop teacher in this area. Does not see the need or have any plans to emphasize the importance of integrating faith and learning</p>			<p>The principal states that student learning and achievement are both important goals for students. Has some ideas of how to help teachers define goals and improve student performance. Believes the the integration of faith and learning could be improved in the school but has limited plans on how to do this</p>			<p>The principal performs with integrity and his/her actions are in the best interest of all students. States that student learning and achievement are both important goals for all students. Has a clear plan for helping teachers define goals and improve student performance. Believes that the integration of faith and learning is a critical objective and has a clear plan on how to enhance integration</p>

Sample Evidences

- The principal performs with integrity and his/her actions are in the best interest of all students and monitors the extent to which faculty and staff perceive him or her as an individual who will follow through with initiatives and whose actions are guided by the desire to help all students learn.
- The principal actively seeks expertise/mentors for validation and feedback to confirm or improve how he or she performs or is perceived.
- Goals are clearly written for each teacher. Professional development plans are in place that will help teachers achieve their goals.
- Can interpret student achievement data and has clearly communicated this data to staff, parents and greater community.

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Domain 9. Planning and Fiscal Accountability: Works with teachers and staff in developing and implementing short and long-term goals consistent with the core mission of the school. Plans expenditure of funds responsibly within the school budget and monitors expenditures on a regular basis. Seeks alternative funds for special projects when necessary.

Unsatisfactory 1	2	3	Proficient 4	5	6	Exemplary 7
The principal fails to manage the fiscal, operational, and technological resources necessary to support effective teaching and student learning. Fails to establish short and long term goals.			The principal manages the fiscal, operational, and technological resources necessary to support effective teaching and student learning. Seeks to establish short and long term goals.			The principal effectively manages the fiscal, operational, and technological resources necessary to support excellence in teaching and student learning. Seeks to establish short and long term goals. Has established a strategic plan with specific, measurable, attainable, relevant, timely (SMART) goals.

Sample Evidences

- Materials and resources for specific classes and courses meet the state or district specifications for those classes and courses
- The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)
- Data are available to show that resources and expenditures produce results (i.e. curriculum programs improve student learning)
- The school leader manages time effectively in order to maximize focus on instruction
- The school leader appropriately directs the use of technology to improve teaching and learning
- Adequate training is provided for the instructional technology teachers are expected to use
- When asked, faculty and staff report that they have adequate materials to teach effectively
- When asked, faculty and staff report that they have adequate time to teach effectively
- Prioritizes based on tasks, resources, and schedules so there is adequate time for planning throughout the year.
- Does not let irrelevant issues or distractions interfere with developing and implementing short- and long-term goals. Is committed to monitoring the implementation of the plans.

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Domain 10. Day to Day Management/Time Management: Uses his or her time effectively and efficiently; concentrates his or her efforts on the most important priorities; adeptly handles several tasks at once.

Unsatisfactory 1	2	3	Proficient 4	5	6	Exemplary 7
Fails to effectively plan for the year, month, week, and day; does not reprioritize daily activities in light of unanticipated events. Has an ineffective system for capturing key information, remembering, prioritizing, and following up. Fails to delegate responsibility to groups or individuals.			Effectively plans for the year, month, week, and day; is adequate at reprioritizing daily activities in light of unanticipated events. Has an effective system for capturing key information, remembering, prioritizing, and following up. Is competent at delegating responsibility.			Executes plans for the year, month, week, and day; is adept at reprioritizing daily activities in light of unanticipated events. Has a highly effective system for capturing key information, remembering, prioritizing, and following up. Surrounds oneself with competent people entrusting them with maximum responsibility. Deals quickly and decisively with the highest-priority items and delegates when appropriate.

Sample Evidences

- Uses time efficiently and effectively.
- Meets deadlines; is mindful of other’s time and uses it appropriately. Focuses on high priority items while at the same time being very detail-oriented to make sure the school runs smoothly.
- Follows up on requests as needed and documents progress and decisions made. Anticipates next steps and puts in extra time when needed.

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Domain 11: Willingness to Take on Tasks and Generate Creative Solutions: Possesses the necessary knowledge and skills to perform their job at a high level; demonstrates an ability to develop and implement new ideas into best practices; eager and open to implement creative ideas in line with the mission.

Unsatisfactory 1	2	3	Proficient 4	5	6	Exemplary 7
The principal fails to demonstrate leadership skills and fails to engage in activities to improve his or her professional competencies			The school leader demonstrates leadership skills and continually engages in activities to improve his or her professional competencies. Self-monitors the extent to which these activities enhance their leadership skills.			The school leader demonstrates exceptional leadership skills and continually engages in activities to improve his or her professional competencies. Successfully self-monitors the extent to which these activities enhance their leadership skills. The school leader actively seeks expertise/mentors for confirmation and validation. Creative solutions are validated by data and assessment.

Sample Evidences

- A written annual growth plan is in place to address how the school leader will address strengths and weaknesses
- Professional development activities consistent with the leader’s growth plan have been identified
- Evidence of leadership initiatives is available
- Adherence to district and state policies and procedures is evident
- The school leader has demonstrated his or her ability to be a problem solver
- The school leader has identified mentors and regularly interacts with them
- When asked, faculty and staff identify the school administrator as the leader of the school
- When asked, faculty and staff describe the school leader as uncompromising in regards to raising student achievement
- When asked, faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement
- When asked, faculty and staff generally agree as to the vision provided by the school leader

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Domain 12: Problem Analysis/Judgment and Decision Making: Ability to discern relevant information and analyze complex situations. Utilizes logic, experience, reflection, and data to resolve problems in timely and effective manner. Demonstrates a proven ability to use faith and reason in their decision making.

Unsatisfactory 1	2	3	Proficient 4	5	6	Exemplary 7
Makes decisions based on limited information. Tends to make “quick decisions” without reflection and consultation. Is easily swayed by the last person consulted. Wants to come across as a friend to everyone. Uncertain how decisions must be rooted in Catholic values and principles.			Makes decisions based on sufficient information. Makes reflective and informed decisions after input and consultation when necessary. Demonstrates a firm understanding of how decisions must be rooted in Catholic values and principles and communicates this effectively.			Makes timely decisions based on all relevant information. Makes reflective and informed decisions after appropriate input and consultation. Decisions are received with respect and trust. All decisions are rooted in Catholic values and principles and are communicated effectively.

Sample Evidences

- Accurately and appropriately evaluated and interpreted relevant information from a variety of sources and perspectives.
- Developed and justified multiple solutions, alternatives, or options for a variety of work assignment problems;
- Solutions, alternatives, or options were clear, coherent, well supported, logically consistent, and complete

Principal Evaluation Rubric

OVERALL RECOMMENDATION

Emerging

Successful

Unsatisfactory	2	3	Proficient	5	6	Exemplary
Principal is an adequate candidate; not a good fit for the school. This principal definitely should not be offered another contract.			The principal is a very strong leader; has many leadership qualities and is a very good role model for the students, staff, and greater community. The principal is a very reliable, upstanding, and solid individual who is also spiritual and committed.			The principal is an outstanding leader; this person is naturally called to be a leader. This the person we want to lead our school; a remarkably skilled principal who will draw in students families; possesses real substance and is committed to their Catholic faith.

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