



PRINCIPAL SUCCESS FACTORS

		<i>Description</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>
<p>SCHOOL CULTURE</p> <p>Understands the principal's role as the key driver of cultural change, establishing a foundation of an authentic relational community of staff, students and parents, collaboratively adopting a cultural identity based on a clear vision and mission of high achievement and college readiness for all students, while messaging the mindset, values and commitments of excellence. Focus is maintained by seeking to continually grow the inclusivity and reach of the school culture and the norms of behavior which govern it.</p>	Build Trust	The principal leads a school community that is an emotionally safe place where members assume the best about each other; quickly acknowledge when their own words or actions may have been harmful; openly acknowledge personal weaknesses and mistakes; and freely request, accept, and give meaningful feedback.	<ul style="list-style-type: none"> The school community conceals weaknesses and mistakes; they talk negatively about others in private; they quickly jump to negative conclusions about others; they hold grudges and bring up past wrongs; and they avoid spending time together. 	<ul style="list-style-type: none"> Some members of the school community practice openness; minor differences are able to be resolved quickly; most individuals mind their own business; meetings are civil; and feedback is accepted by some but rarely offered. 	<ul style="list-style-type: none"> School community members routinely do what they say they will do; school leaders acknowledge and own failures when they occur; important issues are addressed; and feedback is accepted and at times requested. 	<ul style="list-style-type: none"> The school community is an emotionally safe place where members assume the best about each other; they quickly acknowledge when their own words or actions may have been harmful; they openly acknowledge personal weaknesses and mistakes; and feedback is freely requested, accepted, and given.
	Manage Conflict	The principal leads a school community where members engage in discussions that are genuine and unguarded, quickly surface and promptly address difficult issues, and freely express divergent opinions to create a superior outcome.	<ul style="list-style-type: none"> School leaders ignore difficult topics; meetings are boring; teams within the school community do not appreciate or tap into the expertise of others; and personal agendas are allowed to thrive and prevent productive collaboration. 	<ul style="list-style-type: none"> School community members prioritize personal protection over collaborative success; conflicting ideas are acknowledged and owned but remain unresolved; and opinions of others are occasionally solicited. 	<ul style="list-style-type: none"> School community members address conflict when necessary; solutions are reached by adopting one of the competing views; and divergent opinions are acknowledged. 	<ul style="list-style-type: none"> The school community engages in discussions that are genuine and unguarded; difficult issues are surfaced quickly and addressed promptly; and divergent opinions are freely expressed and are used to create a superior outcome.
	Gain Commitment	The principal leads a school community where teams know how they and their colleagues contribute to the mission of the school, take personal ownership for achieving school goals, eagerly support school-wide initiatives irrespective of initial disagreement, and make sure all decisions are grounded in the desire to increase success for all students.	<ul style="list-style-type: none"> The school community debates topics without arriving at viable solutions; community members doubt that all students can achieve at high levels; direction and goals are ambiguous; and confidence is low. 	<ul style="list-style-type: none"> School leadership advocates for the success of all students despite some doubt of achievability; individuals and teams commit to their own goals; teams have goals that don't align with those of other teams; and school-wide initiatives are rarely supported. 	<ul style="list-style-type: none"> The school community has short and long term goals that are clear and actionable; individual and team goals connect with overall school goals; school-wide initiatives are supported after an explanation is provided; and all student subgroups show learning gains. 	<ul style="list-style-type: none"> Each team within the school community knows how they and their colleagues contribute to the mission of the school; each team takes personal ownership for achieving school goals; school-wide initiatives are eagerly supported irrespective of initial disagreement; and all decisions are grounded in the desire to increase success for all students.
	Embrace Accountability	The principal leads a school community where members do not want to let each other down; unproductive behaviors and actions are called out; Moral Focus virtues guide actions; silos and individualistic priorities are absent; and all members seek feedback and invite critique of their plans, approaches, and outcomes.	<ul style="list-style-type: none"> The school community blames others for poor performance; Moral Focus virtues are unknown; behavior standards are variable and enforced inconsistently; deadlines are rarely met; and accountability is seen as solely the principal's responsibility. 	<ul style="list-style-type: none"> Some teams within the school community own their performance; Moral Focus virtues are displayed throughout the school but not consistently followed; some behavior standards are consistently enforced; deadlines are sometimes met; and accountability is shared among the leadership team. 	<ul style="list-style-type: none"> The whole school community owns the performance of the school; deadlines are regularly met; most members of the school community exhibit a growth mindset; and Moral Focus virtues are consistently enforced, modeled, and communicated to students and staff. 	<ul style="list-style-type: none"> School community members do not want to let each other down; unproductive behaviors and actions are called out; Moral Focus virtues guide actions; silos and individualistic priorities are absent; and all members seek feedback and invite critique of their plans, approaches, and outcomes.
	Focus on Results	The principal leads a school community where teams willingly make sacrifices of time, money, and personnel to contribute to better results; morale is affected negatively when results are not achieved; and team members are slow to seek personal credit but quick to praise others.	<ul style="list-style-type: none"> The school community rarely develops goals; teams are protective of turf and resources; acceptance of non-performance is common; and individual achievement is gained at the expense of others. 	<ul style="list-style-type: none"> Teams within the school community establish goals and priorities without regard to common needs; and results-driven team members are rarely retained. 	<ul style="list-style-type: none"> Teams within the school community collaborate to align goals and priorities; results-driven team members are recruited and retained; and celebration of accomplishments is common and motivating. 	<ul style="list-style-type: none"> Teams within the school community willingly make sacrifices of time, money, and personnel to contribute to better results; morale is affected negatively when results are not achieved; and team members are slow to seek personal credit but quick to praise others.

- Ineffective - Below expected performance level
- Developing - Approaching expected performance level
- Effective - Meets expected performance level
- Exemplary - Model to other staff and shares knowledge



		<i>Description</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>
<p>TEACHING AND LEARNING</p> <p>Ensures implementation of rigorous curricula and assessments tied to both state and college-readiness standards. Ensures implementation of high-quality, effective instructional planning, classroom instructional strategies, and administration and use of assessments of student learning to drive increases in student achievement. Monitors multiple forms of student level data to assess and improve the quality and impact of the school-wide intervention program.</p>	<p>Monitor & Support Effective Instructional Planning</p>	<p>The principal builds the capacity of the staff to implement exemplary level planning practice in analyzing standards, integrating effective instructional components, and planning differentiated instructional learning opportunities for all students.</p>	<ul style="list-style-type: none"> Directly or indirectly allows staff to practice poor instructional planning, a majority of teachers planning does not reflect an understanding of learning standards, alignment of instructional components, effective pacing or differentiation of instructional plans based on student’s needs. 	<ul style="list-style-type: none"> Is fluent in the instructional planning standards of the classroom framework of instructional practice. Supports teacher implementation of analyzing standards, aligning key instructional activities, carrying out effective pacing and differentiating instruction. 	<ul style="list-style-type: none"> Leads staff improvement in professional understanding of instructional planning quality and effectiveness. Regularly monitors and responds to the learning needs of teachers to improve planning and provides necessary supports. A large majority of teachers demonstrate a clear understanding of the role and components of effective planning. 	<ul style="list-style-type: none"> Builds the capacity of the staff to implement exemplary level planning practice in analyzing standards, integrating effective instructional components and planning differentiated instructional learning opportunities for all students.
	<p>Monitor & Support Effective Teaching Practice</p>	<p>The principal builds the capacity of the entire staff to effectively implement a variety of rigorous strategies and pedagogical methods that reliably meet student needs and drive college ready learning for all students.</p>	<ul style="list-style-type: none"> Rarely monitors quality of instructional practice in the classroom. Does not demonstrate fluency in quality instructional teaching practices of rigor, engagement, use of time and personalized instruction. 	<ul style="list-style-type: none"> Is fluent in the instructional teaching standards of the classroom framework of instructional practice. Provides staff limited leadership in the improved implementation of the key instructional teaching practice standards. Provides staff limited support in the use of the key instructional strategies that support student learning; identifies adaptations to instructional practices and assessments with limited implementation. 	<ul style="list-style-type: none"> Regularly monitors and supports staff in effectively implementing the rigorous strategies and pedagogical methods of the classroom framework of instructional practice to meet individual student needs and drive student learning; adapts instruction and assessments to ensure that all students master content. 	<ul style="list-style-type: none"> Builds the capacity of the entire staff to effectively implement a variety of rigorous strategies and pedagogical methods that reliably meet student needs and drive college ready learning for all students.
	<p>Monitor & Support Effective Assessment of Student Learning</p>	<p>The principal leads a culture of data driven improvement across all levels of the school utilizing systems for consistent monitoring of multiple sources of quantitative and qualitative data to appropriately identify student outcome trends, prioritize needs, and drive continuous improvement.</p>	<ul style="list-style-type: none"> Does not demonstrate a fluency in teacher assessment strategies of administration, analysis or feedback. Does not communicate expectations on and/or is unaware of staff effective use of data in classroom instruction. Inconsistently uses data to evaluate instruction; rarely uses data appropriately to identify trends or prioritize needs. 	<ul style="list-style-type: none"> Is fluent in the key school-wide data measures and sets goals and progress reports based on current results. Communicates a clear understanding and urgency of the effective use of assessment and data to staff. Monitors and trains teachers in the improved implementation of the key assessment practices of the classroom framework of instruction. 	<ul style="list-style-type: none"> Demonstrates an ongoing awareness of the key measures of school function and progress, setting goals, communicating progress and prioritize needs for improvement. Leads a building wide focus on the effective use of data in instruction, with staff using multiple sources of data to monitor instruction, identify student outcome trends, and prioritize needs. Creates system for consistent data monitoring and uses data to inform continuous improvement. 	<ul style="list-style-type: none"> Leads a culture of data driven improvement at the school-wide, hall and classroom levels. Uses multiple sources of quantitative and qualitative data to assess and monitor instruction. Creates systems for consistent monitoring and frequent collection of data and uses data appropriately to identify student outcome trends, prioritize needs, and drive continuous improvement.
	<p>Monitor & Support Systematic Intervention</p>	<p>The principal supports a school-wide intervention team that effectively meets the learning support needs of all at-risk students through the use of data to monitor program effectiveness, intentional revision of student plans to ensure desired progress, and continuous program improvement to close the achievement gap for all student sub-groups.</p>	<ul style="list-style-type: none"> Does not demonstrate an understanding of the key components of systematic intervention or awareness of the program’s quality or impact on student learning. Rarely attempts to ensure that instruction is differentiated based on student need or that students receive appropriate interventions. 	<ul style="list-style-type: none"> Provides limited time and support in ensuring the needs of the school’s systematic intervention program are being meet. The school’s program monitoring and support is delegated. Demonstrates some understanding of level and supports being provided for at-risk students. 	<ul style="list-style-type: none"> Monitors and engages in intervention staff’s analysis and disaggregation of student-specific data to determine appropriate differentiations and interventions for at-risk students. Uses data to monitor updates to student intervention plans and program improvement strategies of sub-groups not making progress. School-wide intervention demonstrates a significant impact on the learning success of at-risk students. 	<ul style="list-style-type: none"> Works regularly with the intervention team to use data to monitor systematic intervention program’s effectiveness and continuously improves its impact on closing the achievement gap for all student sub-groups. Supports a school-wide intervention team that is effectively meeting the learning support needs of all at-risk students. Makes frequent updates to the intervention plan for students or sub groups not making progress.

2019-20 NHA PRINCIPAL Performance Evaluation Rubric



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STAFF DEVELOPMENT Recruits, hires, assigns, and retains effective staff. Increases teacher effectiveness through professional learning structures. Oversees completion of rigorous evaluations of instructional staff for continuous improvement and accountability for results. Trains, develops, and supports a high-performing instructional leadership team.	Hiring and Placement	The principal strategically recruits, hires, places, and retains effective staff based on their skills, strengths, and qualifications in order to intentionally meet the specific needs of the students in the school.	<ul style="list-style-type: none"> Ineffectively utilizes Service Center resources to identify recruits; implements selection criteria that differs by applicant; rarely involves others in the hiring or selection process. Rarely assesses qualifications when placing teachers; allows teachers to remain in specific grades regardless of their impact. 	<ul style="list-style-type: none"> Utilizes Service Center resources to identify high quality recruits; drafts basic criteria for selecting and hiring staff; includes some members of the leadership team in selection and hiring processes. Places teachers in grade level and content areas based on qualifications. 	<ul style="list-style-type: none"> Identifies recruits within and beyond NHA for high quality recruits; develops clear selection criteria and hiring processes; identifies and fills vacancies early to ensure the school has diverse expertise and skill set; involves teacher leaders and the leadership team in selection, hiring and induction processes. Places teachers in grade level and content areas based on their qualifications and demonstrated effectiveness. 	<ul style="list-style-type: none"> Identifies multiple pipelines within and beyond the schools for high quality recruits; engages in implementing clear, specific selection criteria and hiring processes; proactively identifies vacancies to inform selection; builds the capacity of staff to participate in selection, hiring, and induction processes. Strategically places teachers in grade levels and content areas based on their skills, strengths and qualifications; assigns highly effective teachers to students most in need; capitalizes on the strengths of existing staff by teaming them with new teachers.
	Mentoring Dean Leadership	The principal serves as a highly impactful mentor of dean coaching practice and effectiveness, and he/she owns implementing a vision of dean formation, instructional leadership, and reliability to improve teacher instructional quality.	<ul style="list-style-type: none"> Delegates tasks, assignments and responsibilities to deans without significant monitoring or support. 	<ul style="list-style-type: none"> Provides regular feedback on dean performance and provides ongoing direction to deans for increased leadership effectiveness. 	<ul style="list-style-type: none"> Observes deans regularly in dean-teacher O3s and classroom observations, providing targeted feedback and direction on dean instructional leadership impact on teacher practice. Collaboratively designs efficient systems that distributes tasks among the leadership team and keeps deans focused on instructional leadership 	<ul style="list-style-type: none"> Serves as a highly impactful mentor of dean coaching practice and effectiveness, owning and implementing a vision of dean formation, instructional leadership and reliability in improving teacher instructional quality.
	Teacher Leadership Development	The principal establishes an effective school leadership team that is relentlessly focused on student learning, and that intentionally includes highly effective teachers who are purposefully mentored, supported, encouraged, challenged, and developed to achieve their leadership potential.	<ul style="list-style-type: none"> Rarely provides teacher leadership opportunities. School leadership team does not function, or has ineffective or misaligned staff serving; rarely provides support to the leadership team. 	<ul style="list-style-type: none"> Provides leadership opportunities to teachers who express interest; attempts to support their development in leading other adults. Defines the role of the school leadership team and selects some members based on skill; develops a plan to and attempts to support the leadership team. 	<ul style="list-style-type: none"> Identifies effective teachers and provides them with leadership opportunities; supports the development of teacher leaders and leadership team members. Establishes a leadership team made up of highly-effective teachers with a range of skill sets; works with leadership team members to lead teacher teams and conduct teacher observations. 	<ul style="list-style-type: none"> Actively provides meaningful leadership opportunities to effective teachers; mentors and supports teacher leaders and leadership team members in leading other adults; communicates a clear leadership trajectory to those teachers with the most leadership potential. Establishes an effective school leadership team with a relentless focus on student learning; selects highly effective teachers and ensures the team has a variety of skill sets; builds the capacity of the team to oversee complex projects, lead teacher teams and conduct teacher observations.
	Teacher Professional Development	The principal develops and implements a system for professional learning opportunities, coaching, and progress monitoring that tailors support to each individual teacher's learning style and specific growth needs.	<ul style="list-style-type: none"> Does not lead or provide regular or appropriate learning opportunities for teachers. 	<ul style="list-style-type: none"> Facilitates undifferentiated, group-based professional learning and implements some targeted supports for struggling teachers. 	<ul style="list-style-type: none"> Provides professional learning opportunities and coaching; differentiates professional learning sessions to meet teachers' learning styles and growth needs; supports struggling teachers through targeted improvement plans. 	<ul style="list-style-type: none"> Develops and implements a system for professional learning opportunities and coaching; tailors supports to teachers learning styles and growth needs; monitors struggling teachers through targeted improvement plans.

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OPERATIONS & SYSTEMS Identifies school-wide priorities, sets ambitious student learning goals and implements an aligned school improvement plan. Organizes school time to support all student learning and staff development priorities. Allocates resources to align with the strategic plan.	School Improvement Planning	The principal creates a school culture that engages all staff members in setting school priorities and goals based on student learning data and school vision, and builds capacity of staff to use disaggregated data to establish clear, short term action steps that define and guide change efforts toward goals.	<ul style="list-style-type: none"> Identifies school priorities and goals that are unrelated to student learning data and sets baseline student learning targets. 	<ul style="list-style-type: none"> Sets school priorities and goals based on limited achievement data and informs teachers of the targets for their classrooms Develops rudimentary action plans to identify change process steps to achieve goals. 	<ul style="list-style-type: none"> Sets school priorities and goals based on student learning data and school vision; engages staff in developing grade level targets using disaggregated data. Strategically develops, maintains and follows through on a time bound action plan that drives change toward goals. 	<ul style="list-style-type: none"> Engages all staff in setting school priorities and goals based on student learning data and school vision; builds the capacity of staff to establish grade level targets using disaggregated data Creates a school culture of action planning based on clear, short term action steps that define and guide change efforts toward goals.
	Monitoring Improvement Progress	The principal builds capacity of staff to use disaggregated formative and summative data and other leading indicators to monitor, track, and review academic progress, and supports staff ownership of and accountability for monitoring progress toward student learning goals.	<ul style="list-style-type: none"> Monitors annual student data but does not relate it to progress toward student learning or use it to inform adjustment to classroom strategies. 	<ul style="list-style-type: none"> Periodically reviews data but shows limited ability to adjust strategies and practices in order to reach goals. 	<ul style="list-style-type: none"> Develops and implements systems to track and analyze disaggregated formative and summative data and other leading indicators to monitor progress toward student learning goals; implements revised strategies as supported by the data. 	<ul style="list-style-type: none"> Supports staff ownership of and accountability for monitoring progress toward student learning goals. Builds the capacity of staff to use disaggregated formative and summative data and other leading indicators to monitor, track, and review progress, systematically adjusting strategies where needed.
	Organization & Use of Time	The principal strategically plans his/her own daily and weekly priorities and schedules to align with school-wide priorities, and builds in time to reflect on his/her own practice to identify areas for growth.	<ul style="list-style-type: none"> Rarely plans out own time in advance and neglects to protect time for instructional leadership priorities; is frequently distracted by activities that could be delegated to others or that are low priorities. 	<ul style="list-style-type: none"> Sets own daily schedule to address instructional leadership but is inconsistent on how time is spent; is sometimes distracted by activities that could be delegated to others. 	<ul style="list-style-type: none"> Sets own daily schedule to address instructional leadership priorities that support the ongoing development of teacher quality, review of data and other school-wide priorities; builds in time to reflect on their own practice. 	<ul style="list-style-type: none"> Strategically plans own weekly and daily priorities and schedules that reflects school-wide priorities; builds in time to reflect on their own practice to identify areas for growth
	Use of Resources	The principal creatively leverages and maximizes all available resources, and he/she actively pursues additional resources that align to strategic priorities.	<ul style="list-style-type: none"> Allocates resources to initiatives that do not align with school goals and does not seek or leverage available district resources. 	<ul style="list-style-type: none"> Distributes the school's resources based on priorities while learning about the possibilities for accessing alternate district resources to support school goals. 	<ul style="list-style-type: none"> Allocates all resources in alignment with school priorities and seeks external resources to fill any existing gaps. 	<ul style="list-style-type: none"> Creatively leverages and maximizes school and district resources, and is relentless in actively accessing additional resources that align to strategic priorities.

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LEADERSHIP Demonstrates self-awareness, reflection, ongoing learning, and resiliency in the service of school-wide continuous improvement. Constructively manages change with the ultimate goal of improving student achievement.	Learning Mindset	<p>The principal builds the capacity of staff to embrace, support, and adapt to changes that are in the best interest of students, proactively manages reactions to change by facilitating opportunities to openly discuss change initiatives, and capitalizes on forward moving momentum to effectively implement change.</p>	<ul style="list-style-type: none"> Passively manages school change while ignoring the role change may have on the school community and rarely provides support to staff during times of change. 	<ul style="list-style-type: none"> Provides minimal time for staff to process or adapt to change; supports changes that may be in the best interest of the students; understands that change could raise emotions and attempts to support staff. 	<ul style="list-style-type: none"> Positively supports staff as they raise questions, doubts, and feelings about change and as they adapt to change; embraces changes that are in the best interest of the students; anticipates reactions to change and initiates forward moving momentum. 	<ul style="list-style-type: none"> Facilitates opportunities for staff to raise questions, doubts, and feelings about change and to adapt to change; builds the capacity of staff to embrace and support changes that are in the best interest of the students; proactively manages reactions to change and capitalizes on forward moving momentum.
	Initiative and Focus	<p>The principal builds the capacity of staff to relentlessly maintain the focus of all conversations and initiatives on improving student achievement, actively identifies and remains focused on solutions when faced with set-backs, and capitalizes on challenges as opportunities to grow and develop both him/herself and the staff.</p>	<ul style="list-style-type: none"> Reacts with visible frustration to challenges and setbacks; easily loses focus on improving student achievement; rarely demonstrates a solutions orientation. 	<ul style="list-style-type: none"> Maintains personal belief in the potential for improving student achievement, but may struggle when faced with adversity; attempts to remain solutions oriented; partners with a limited number of staff to respond to challenges as they arise. 	<ul style="list-style-type: none"> Persistently maintains staff's focus on improving student achievement despite adversity; identifies solutions when faced with set-backs; supports staff growth and development in the face of challenges. 	<ul style="list-style-type: none"> Builds the capacity of staff to relentlessly maintain the focus of all conversations and initiatives on improving student achievement and finding solutions despite adversity; actively identifies solutions and remains focused on solutions when faced with set-backs; capitalizes on challenges as opportunities to grow and develop themselves and their staff.
	Self-Awareness	<p>The principal models and builds the capacity of staff to constantly seek feedback on their own practice, engage in regular self-reflection and self-development, accept personal responsibility for mistakes and use them as learning opportunities, and appropriately adapt their practice when needed.</p>	<ul style="list-style-type: none"> Unwilling to accept feedback and adjust leadership practice; resistant to participating in learning opportunities or accepting responsibility for mistakes. 	<ul style="list-style-type: none"> Demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to own leadership practice; seeks some learning opportunities aligned with student needs; accepts partial responsibility for mistakes. 	<ul style="list-style-type: none"> Proactively seeks feedback, self-reflects, and adapts own leadership practice; engages in learning opportunities aligned with student needs; accepts personal responsibility for mistakes. 	<ul style="list-style-type: none"> Models and builds the capacity of staff to constantly seek feedback on their own practice, self-reflect, and adapt their leadership practice; takes advantage of multiple learning opportunities aligned with student needs; accepts personal responsibility for mistakes and uses them as learning opportunities.
	Stakeholder Engagement	<p>The principal implements effective two-way communication structures with all stakeholders, strategically focuses conversations on school goals and values, and builds the capacity of staff to openly engage in crucial conversations where the message is tailored to the intended audience.</p>	<ul style="list-style-type: none"> Rarely engages stakeholders in meaningful conversations about the school; rarely communicates the school's goals with stakeholders; rarely supports development of communication skills among staff. 	<ul style="list-style-type: none"> Creates systems to share information with stakeholders; hosts conversations with stakeholders about school goals; supports staff in developing their communication skills. 	<ul style="list-style-type: none"> Conducts and supports effective two-way communication with all stakeholders; strategically engages stakeholders in conversations about school goals and values; works with the leadership team to lead conversations and tailor messages to the intended audience. 	<ul style="list-style-type: none"> Implements effective two-way communication structures with district/system managers and all stakeholders; strategically focuses conversations on school goals and values; builds the capacity of staff to lead and participate in conversations and to tailor messages to the intended audience.

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Quality of Student Learning				
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<p>POSITIVE IMPACT ON STUDENT LEARNING: Has a positive impact on student learning. Achieves expected performance in academic proficiency and growth as measured by state tests. Collaboratively analyzes data with staff; understands assessment expectations; and shares assessment results with stakeholders. Achieves expected performance in academic proficiency based on student proficiency in state tests. The number of students meeting or exceeding NWEA growth targets meets school goals.</p>	<ul style="list-style-type: none"> •Does not achieve expected results in academic proficiency and growth as measured by state tests and state accountability status. •Does not achieve expected progress toward student growth goals as measured by assessments of early literacy and numeracy in grades K-2. •Does not know or understand assessment expectations or requirements and fails to analyze and link decision-making with data. 	<ul style="list-style-type: none"> •Makes progress toward student academic proficiency and growth as measured by state tests and state accountability status. •Makes progress toward student growth goals as measured by assessments of early literacy and numeracy in grades K-2 •Shares student assessment results with stakeholders. 	<ul style="list-style-type: none"> •Achieves expected performance in student academic proficiency and/or growth as measured by state tests and state accountability status. •Makes satisfactory progress toward student growth goals as measured by assessments of early literacy and numeracy in grades K-2. •Understands and communicates assessment expectations to stakeholders. •Collaboratively analyzes data with staff and links decision-making with data. •Develops plans with instructional staff to share student assessment results with all stakeholders to improve student learning results. 	<ul style="list-style-type: none"> •Exceeds expected performance in student academic proficiency and growth as measured by state tests and state accountability status. •Exceeds expected progress toward student growth goals as measured by assessments of early literacy and numeracy in grades K-2. •Incorporates multiple sources of student assessment data in collaborative analysis amongst staff that results in increased school improvement. •Shares student assessment results consistently with all stakeholders to improve student learning results.

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Professional Accountabilities: Principal embodies expectations of professional accountabilities through dependability, core values, communication, and teamwork.				
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<p>DEPENDABILITY</p> <p>Leader can be relied upon to complete duties and responsibilities in a timely manner; consistently shows initiative and a desire to handle crucial duties effectively; maintains an acceptable attendance record; can be counted on when a task needs to be completed immediately.</p>	<ul style="list-style-type: none"> ·Leader has an unacceptable attendance record. ·Leader cannot be counted on by stakeholders or teammates to deliver on job requirements. ·Leader does not exhibit a “sees a need, fills a need” behavior. 	<ul style="list-style-type: none"> ·Leader has an inconsistent attendance record. ·Leader inconsistently follows through on job requirements. ·Leader does not consistently exhibit a “sees a need, fills a need” behavior. 	<ul style="list-style-type: none"> ·Leader fulfills all aspects of current position with limited supervision. ·Leader can be counted on by teammates and stakeholders to deliver on responsibilities that meets expectations in a timely manner. 	<ul style="list-style-type: none"> ·Leader takes initiative by demonstrating a “sees a need, fills a need” behavior. ·Leader positively influences others to exceed their job responsibilities. ·Leader delivers quality work within tight timelines or constraints.
<p>CORE VALUES:</p> <p>Leader demonstrates a commitment to NHA’s core values: 1) Take ownership for the success of our students; 2) Do the right thing always; 3) Behave with care; 4) Make our schools the best choice for parents and students; and 5) Act with discipline to sustain our academic success and financial viability to guide their intentions, actions and character.</p>	<ul style="list-style-type: none"> ·Leader does not make decisions that were founded in NHA’s core values. ·Leader’s behavior and/or words do not align to NHA’s core values 	<ul style="list-style-type: none"> ·Leader’s behavior is at times at odds with NHA’s core values. ·Leader speaks to core values, but actions do not always align to NHA’s core value expectations. 	<ul style="list-style-type: none"> ·Leader consistently makes decisions found in NHA’s core values. ·Leader’s communications and actions reflect a clear understanding and belief of NHA’s core values at all times. 	<ul style="list-style-type: none"> ·Leader serves as a model for how NHA’s core values should be lived out. ·Leader acts as a cheerleader for others to embrace NHA’s core values.
<p>COMMUNICATION</p> <p>Leader communicates clearly and appropriately with staff, parents and leaders; listens well and allows others to share ideas and opinions without interrupting; involves the right people at the right time to address important issues.</p>	<ul style="list-style-type: none"> ·Leader’s communication does not employ the appropriate medium, message, tone, or timing. ·Leader does not communicate information that will impact staff, parents, and leaders. ·Leader does not listen to the point of view of others. 	<ul style="list-style-type: none"> ·Leader attempts at communication do not always employ the appropriate medium, message, tone, or timing. ·Leader does not always communicate information that will impact staff, parents and leaders. ·At times, Leader does not listen well or allow others to share ideas or viewpoints. 	<ul style="list-style-type: none"> ·Leader communicates clearly and appropriately utilizing the appropriate medium, message, tone and timing. ·Leader communicates information to staff, parents, and leaders that impacts them. 	<ul style="list-style-type: none"> ·Leader strategically communicates to ensure clarity and consistency of messaging. ·Leader seeks to develop strong team performance through communication. ·Leader proactively engages all stakeholders.
<p>TEAMWORK</p> <p>Leader works collaboratively to contribute to the overall success of the team; develops a positive workplace culture by treating co-workers with respect and dignity while supporting team decisions even when he/she may not agree.</p>	<ul style="list-style-type: none"> ·Leader exhibits a negative influence in the workplace as reported by stakeholders. ·Leader undermines the effectiveness of others. ·Leader seeks to work in isolation. ·Leader does not positively contribute to the success of the team or school. 	<ul style="list-style-type: none"> ·Leader occasionally supports team members by providing good ideas and work product that contributes to the overall success of the team. ·Leader seeks the input from others in the spirit of growth. ·Leader does not consistently create a positive impact in the workplace. 	<ul style="list-style-type: none"> ·Leader establishes and monitors team standards. ·Leader acts in best interest of the team’s mission and goals. ·Leader provides informal leadership through words, actions, and work product. ·Leader utilizes support of the Service Center and reinforces this support as a collaborative team effort. 	<ul style="list-style-type: none"> ·Leader exemplifies a “team player” attitude. ·Leader empowers and guides the implementation of a high functioning, collaborative team. ·Leader collaborates with administration to support school-wide improvement. ·Leader integrates the school with the community and develops strategic partnerships.

- **Ineffective - Below expected performance level**
- **Developing - Approaching expected performance level**
- **Effective - Meets expected performance level**
- **Exemplary - Model to other staff and shares knowledge**