

**National Heritage Academies' (NHA) Administrator Evaluation Tool
Administrator Evaluation: Postings and Assurances
Non-State Approved Evaluation Tool; District-Approved Evaluation Tool**

Per MCL 380.1249: Beginning with the 2016-2017 school year, a school district, intermediate school district, or public school academy shall post on its public website specific information about the evaluation tool(s) used for its performance evaluation system for school administrators. Complete language (including requirements) for MCL 380.1249 can be found [here](#).

This evaluation tool has been approved by the district, as the result of a review process implemented with fidelity. The contents of this document are compliant with the law laid forth, specifically pertaining to the National Heritage Academies' Administrator Evaluation Tool.

Research Base for the Evaluation Framework, Instrument, and Process
[Section 1249b(2)(a)]

National Heritage Academies' locally developed evaluation tool uses components from Robert J. Marzano, Kim Marshall and Patrick Lencioni, internationally recognized experts in the area of administrator effectiveness and specializing in the design of administrator evaluations.

Identification and Qualifications of the Author(s) [Section 1249b(2)(b)]

Robert J. Marzano

Robert J. Marzano, PhD, is cofounder and Chief Academic Officer of Marzano Research in Colorado. A leading researcher in education, he is a speaker, trainer, and author of more than 40 books and 300 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention. His books include *The Art and Science of Teaching* and *Effective Supervision*. His practical translations of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and administrators.

Kim Marshall

Kim Marshall, a former teacher, principal and district official in the Boston Public Schools, is a professional development consultant working with schools and districts nationally on leadership practices and evaluations. He has written several articles and reviews for educational journals such as Education Week, has authored the bestselling book, *Rethinking Teacher Supervision and Evaluation*, and publishes an online newsletter called *The Marshall Memo* which is designed to keep educators well-informed on current research and best practices in the field.

Patrick Lencioni

Patrick Lencioni, is founder and president of The Table Group, a firm dedicated to providing organizations with ideas, products and services that improve teamwork, clarity and employee engagement. He is an author of 11 books on business and team management, most notably, his national bestseller, *The Five Dysfunctions of a Team*. He is highly sought out for public speaking engagements for his expertise on leadership and organizational health.

Evidence of Reliability, Validity, and Efficacy [Section 1249b(2)(c)]

Beginning in 2015-2016, NHA began to develop a plan that demonstrates the reliability and validity of administrator evaluations. NHA developed a performance rubric for administrators built around a research-based model with core tenets from Robert J. Marzano, Kim Marshall and Patrick Lencioni. To ensure reliability and validity of implementation of the tool, all principal evaluators are required to participate in training and calibration at least once per year. This increases rater reliability and consistency, and drives performance results.

NHA Administrator Evaluation Framework and Rubric [Section 1249b(2)(d)]

The NHA evaluation system for principals has seven competencies: (1) School Culture, (2) Teaching and Learning, (3) Staff Development, (4) Operations and Systems, (5) Leadership, (6) Quality of Student Learning, and (7) Professional Accountabilities. This system allows for a fluid discussion around performance and informs professional development goals and opportunities for principals.

The principal annual evaluation will include:

Annual Evaluation:	
Competencies	Indicators
School Culture	<ul style="list-style-type: none">• Build Trust• Manage Conflict• Gain Commitment• Embrace Accountability• Focus on Results
Teaching and Learning	<ul style="list-style-type: none">• Monitor & Support Effective Instructional Strategy• Monitor & Support Effective Teaching Practice• Monitor & Support Effective Assessment of Student Learning• Monitor & Support Systematic Intervention
Staff Development	<ul style="list-style-type: none">• Hiring and Placement• Mentoring Dean Leadership• Teacher Leadership Development• Teacher Professional Development

Operations & Systems	<ul style="list-style-type: none"> • School Improvement Planning • Monitoring Improvement Progress • Organization & Use of Time • Use of Resources
Leadership	<ul style="list-style-type: none"> • Learning Mindset • Initiative and Focus • Self-Awareness • Stakeholder Engagement
Quality of Student Learning	<ul style="list-style-type: none"> • Positive Impact on Student Learning
Professional Accountabilities	<ul style="list-style-type: none"> • Dependability • Core Values • Communication • Teamwork

For a detailed principal rubric, click [here](#).

The NHA evaluation system for deans has three competencies: (1) Lead Instructional Excellence, (2) Quality of Student Learning, and (3) Professional Accountabilities. This system allows for a fluid discussion around performance and informs professional development goals and opportunities for deans.

The dean annual evaluation will include:

Annual Evaluation:	
Competencies	Indicators
Lead Instructional Excellence Key Practice 1	<ul style="list-style-type: none"> • Master and Model
Lead Instructional Excellence Key Practice 2	<ul style="list-style-type: none"> • Team Culture • Staff Leadership • Relational Leader • Culture of Feedback
Lead Instructional Excellence Key Practice 3	<ul style="list-style-type: none"> • Coaching Environment • Coaching Approach • Feedback • Reflection and Goal Setting
Lead Instructional Excellence Key Practice 4	<ul style="list-style-type: none"> • School Improvement Process • Teacher Development
Lead Instructional Excellence Key Practice 5	<ul style="list-style-type: none"> • Drive Instruction and Student Growth • Professional Development
Lead Instructional Excellence Key Practice 6	<ul style="list-style-type: none"> • NHA and School Systems and Procedures
Quality of Student Learning	<ul style="list-style-type: none"> • Positive Impact on Student Learning
Professional Accountabilities	<ul style="list-style-type: none"> • Dependability • Core Values • Communication • Teamwork

For a detailed dean rubric, click [here](#).

Description of Process for Conducting Classroom Observations, Collecting Evidence, Conducting Evaluation Conferences, Developing Performance Ratings, and Developing Performance Improvement Plans [Section 1249b(2)(e)]

NHA Administrator Evaluation Process

All NHA principals are evaluated annually by their director of school quality (DSQ); all NHA deans are evaluated annually by their principal. The NHA Administrator Evaluation Tool – the Employee Performance System (EPS) – is used to enter ratings on each indicator. Once all ratings have been entered and finalized, the evaluator uses the evaluation system to facilitate conversation around clear expectations for performance and foster continuous development.

The evaluation is just one component of a larger process that occurs throughout the year. This process aides leaders in gathering evidence for end-of-year evaluations and includes:

- One-on-one meetings (O3s)
- Feedback from students, parents and teachers
- Mid-year self-assessment
- Professional development: goal setting and progress monitoring (including professional development plans)
- Conversations around continual improvement
- End-of-year evaluation

Information from the evaluation system contributes to decisions regarding promotion, compensation and employment decisions, in addition to providing a platform for ongoing conversation between evaluators and their principals and/or deans. The evaluation also informs professional development for all employees.

Performance rating levels and evaluation scale

All administrators use the following performance ratings:

Ineffective Below expected performance level	Developing Approaching expected performance level	Effective Meets expected performance level	Exemplary Model to other staff and shares knowledge
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The Administrator Evaluation Rubrics have criterion-referenced progressions of performance expectations. Evaluators, when evaluating principals and deans, will individually consider each administrator and review the rubric beginning at the left “Ineffective” column and progressing to the right “Exemplary” column. Administrators need to fulfill each performance measure in its entirety before progressing to the next level.

Evaluators will provide a rating of either Ineffective, Developing, Effective, or Exemplary in each of the indicators respective rubrics above.

Description of Plan for Providing Evaluators and Observers with Training
[Section 1249b(2)(f)]

Calibration is important for all evaluators at NHA. NHA schools leaders review the evaluation rubrics together to ensure that each rating means the same thing to everyone. This increases rater reliability and consistency, and helps drive performance results.

Prior to the start of school, administrators also receive training on the evaluation rubric by approved trainers through NHA. All approved trainers are educators that have received in-depth training on NHA's evaluation rubrics.

2018-19 PRINCIPAL PERFORMANCE EVALUATION RUBRIC

PRINCIPAL SUCCESS FACTORS

		<i>Description</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>
SCHOOL CULTURE 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.	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

2018-19 PRINCIPAL PERFORMANCE EVALUATION RUBRIC

		<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>	Monitor & Support Effective Instructional Planning	<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.
	Monitor & Support Effective Teaching Practice	<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.
	Monitor & Support Effective Assessment of Student Learning	<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.
	Monitor & Support Systematic Intervention	<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 met. 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.

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

2018-19 PRINCIPAL PERFORMANCE EVALUATION RUBRIC

		<i>Description</i>	Ineffective	Developing	Effective	Exemplary
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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	<i>Description</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>	
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.

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

2018-19 PRINCIPAL PERFORMANCE EVALUATION RUBRIC

Quality of Student Learning				
	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>
<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.

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

2018-19 PRINCIPAL PERFORMANCE EVALUATION RUBRIC

Professional Accountabilities: Principal embodies expectations of professional accountabilities through dependability, core values, communication, and teamwork.				
	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>
<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 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 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

2018-19 DEAN PERFORMANCE EVALUATION RUBRIC

		<i>Description</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>
Lead Instructional Excellence Key Practice 1 Deans personally master and model all aspects of the Classroom Framework of Instructional Practice.	Master and Model	The Dean demonstrates mastery of and is able to guide staff through effective modeling of the practices of the Classroom Framework of Instructional Practice.	<ul style="list-style-type: none"> Is unable to articulate the four competencies and the key indicators of the Classroom Framework. Does not model the practices of the Classroom Framework. Demonstrates an understanding or models practices of the Classroom Framework rubric at an Ineffective level. 	<ul style="list-style-type: none"> Articulates the four competencies and the key indicators of the Classroom Framework. Demonstrates an understanding and models the Classroom Framework competencies at a developing level. 	<ul style="list-style-type: none"> Consistently demonstrates an understanding and models the Classroom Framework competencies at an effective level. 	<ul style="list-style-type: none"> Supports and contributes to the understanding and effective implementation of the Classroom Framework in others throughout the building. Develops the capacity of others across the NHA network to implement the Classroom Framework competencies.
Lead Instructional Excellence Key Practice 2 Deans build relationships with and among teachers and invest in the professional success of all staff members.	Team Culture	The Dean establishes and maintains a culture of high care balanced with high expectations.	<ul style="list-style-type: none"> Social norms are vague and/or not clearly communicated and/or are disconnected from Moral Focus virtues. Team goals remain undefined and/or are unaligned to identified team needs. Takes a "hands off" approach to leadership. 	<ul style="list-style-type: none"> Establishes and reinforces expectations, roles, norms, and responsibilities for effective working teams. Develops high expectations based on Moral Focus virtues. Identifies team goals to promote growth of the group. 	<ul style="list-style-type: none"> Fosters positive interpersonal relationships among staff by maintaining open and effective lines of communication. Establishes and maintains a culture of high moral expectations. Develops team goals to promote positive growth of the team amongst all members. 	<ul style="list-style-type: none"> Empowers staff in problem solving, conflict resolution, and consensus building. Empowers staff to monitor and adjust practice to successfully meet team goals. Empowers staff to monitor and adjust practice to meet high moral expectations.
	Staff Leadership	The Dean advances leadership capacity by effectively identifying and developing staff.	<ul style="list-style-type: none"> Potential leaders are unidentified. Qualities of leaders are undeveloped. 	<ul style="list-style-type: none"> Identifies strengths and interests of potential leaders. 	<ul style="list-style-type: none"> Builds on staff's skills and interests to advance leadership capacity. Shares leadership responsibilities with staff. 	<ul style="list-style-type: none"> Matches staff to leadership responsibilities and coaches staff to develop and hone leadership skills.
	Relational Leader	The Dean builds relationships with and among staff that promotes a positive and proactive environment built on trust.	<ul style="list-style-type: none"> Inconsistently responds to situations and others. Shows favoritism. Demonstrates a "command and control" leadership style. Neglects to appreciate or recognize others. 	<ul style="list-style-type: none"> Fosters relationships through the sharing of appropriate personal information. Builds trust through consistency. Proactively builds culture. Appreciates, recognizes, and rewards staff. 	<ul style="list-style-type: none"> Develops, fosters, and consistently models an emotional connection by building knowledge of, and responding to personal aspects of individual staff members' lives. Facilitates and calendarizes school-wide appreciation and recognition. Resolves issues appropriately. 	<ul style="list-style-type: none"> Invests individually in each staff member's success. Connects all members of the team by facilitating staff in building knowledge of and responding to personal aspects of one another's lives. Proactively responds to potential obstacles that could negatively impact culture.
	Culture of Feedback	The Dean seeks, values and acts upon feedback.	<ul style="list-style-type: none"> Feedback is not solicited. Struggles to receive feedback as a growth opportunity. Does not personally exhibit a growth mindset or foster a growth mindset in others. 	<ul style="list-style-type: none"> Solicits anonymous feedback from staff. Solicits feedback during each O3. Models a growth mindset. 	<ul style="list-style-type: none"> Solicits feedback from fellow administrative team members. Receives planned and intentional feedback from staff when solicited. Reflects on feedback and adjusts practice. 	<ul style="list-style-type: none"> Fosters open and transparent feedback amongst all members of staff (teachers-dean, dean-teacher, teacher-teacher).

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2018-19 DEAN PERFORMANCE EVALUATION RUBRIC

		<i>Description</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>
Lead Instructional Excellence Key Practice 3 Deans coach teachers toward instructional mastery.	Coaching Environment	The Dean establishes a positive environment that supports effective coaching.	<ul style="list-style-type: none"> • Fails to prioritize and make coaching purposeful and intentional. • Frequently dominates the content of the coaching conversation. 	<ul style="list-style-type: none"> • Establishes clear purpose and expectations for coaching. • Listens to teachers and collects information. 	<ul style="list-style-type: none"> • Utilizes O3s to build a strong relationship with direct reports, in order to have open discussions about performance. • Differentiates the amount, frequency, and purpose of observations. • Paraphrases, reiterates, and summarizes the information offered by direct reports. • Collects and analyzes a variety of evidence to inform coaching. 	<ul style="list-style-type: none"> • Asks probing, open-ended questions during coaching conversations to understand accurately, and listens intently to gain full understanding. • Intentionally collaborates with colleagues to hone coaching skills. • Serves as a model in effective teacher development practices across the NHA network.
	Coaching Approach	The Dean applies differentiated coaching methods to ensure staff growth.	<ul style="list-style-type: none"> • Unable to articulate coaching approaches and/or the coaching models. • Coaching practices do not drive on-going staff development. 	<ul style="list-style-type: none"> • Plans coaching conversations in advance. • Asks instructional practice-focused questions. • Provides directive suggestions when appropriate. • Understands the differences between reflective and directive coaching approaches. • Understands reflective and directive coaching models (i.e., GROW model, 5-step cycle). 	<ul style="list-style-type: none"> • Asks planned questions that prompt meaningful conversation and learning. • Identifies and applies situationally appropriate coaching approach (reflective, directive). • Fluently coaches utilizing reflective and directive coaching models selected (i.e., GROW model, 5-step cycle). • Holds direct reports accountable to growth goals. 	<ul style="list-style-type: none"> • Internalizes the coaching process and appropriately adapts and differentiates to staff members' needs. • Differentiates coaching based on direct report's needs. • Seamlessly alternates between directive and reflective coaching during a coaching conversation. • Feedback is seamlessly embedded within coaching.
	Feedback	The Dean provides timely and ongoing feedback to drive positive change in staff practice.	<ul style="list-style-type: none"> • Neglects to or ineffectively plans, crafts, or provides feedback. 	<ul style="list-style-type: none"> • Provides timely affirming and adjusting feedback. • Planned and concisely delivered feedback identifies the action and the direct outcome. 	<ul style="list-style-type: none"> • Gives frequent feedback aligned to goals, expectations, and data and addresses performance issues. • Leverages (monitors, holds accountable, follows up) feedback to drive a change in practice. 	<ul style="list-style-type: none"> • Challenges teachers to utilize the performance expectations as a tool to self-assess their own learning and professional development. • Consistently adjusts personal practice based on teacher performance against expectations.
	Reflection and Goal Setting	The Dean facilitates staff reflection and goal setting, and coaches teachers toward instructional mastery.	<ul style="list-style-type: none"> • Neglects goal-setting portion of coaching, or goals do not drive ongoing staff development. 	<ul style="list-style-type: none"> • Develops measurable and time-based growth goals with each direct report. • Identifies each direct reports' individual needs (i.e., state of mind, personality, learning style). • Uses a targeted goal to plan conversations. 	<ul style="list-style-type: none"> • Facilitates staff's reflection and examination of instruction to improve personal practice. • Empowers staff to actively seek support in personal needs, and drives discussion before and after coaching. • Regularly discusses direct reports' progress toward fulfilling growth goals and revises based on a calendarized process. • Breaks a goal into achievable, scaffolded, learning targets. 	<ul style="list-style-type: none"> • Uses a variety of data to facilitate staff's reflection and examination of instruction to improve personal practice and measures progress towards goals. • Partners with direct reports to individually adapt goals as each direct report grows and develops based on evidence.

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

2018-19 DEAN PERFORMANCE EVALUATION RUBRIC

		<i>Description</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>
Lead Instructional Excellence Key Practice 4 Deans manage and hold teachers accountable to college readiness through teacher development (e.g., observations, full lesson observations, goal setting, O3s, and coaching).	School Improvement Process	The Dean supports and maintains school wide improvement through ongoing coaching and staff development.	<ul style="list-style-type: none"> Performance expectations are not clearly developed and/ or communicated. Systems and/or procedures are not clearly defined. 	<ul style="list-style-type: none"> Collaborates with the administrative team in establishing school-wide goals founded in a consistent vision. Establishes consistent expectations for instructional practice and college readiness goals that lead to student achievement. 	<ul style="list-style-type: none"> Facilitates and monitors a team-based instructional improvement process aimed at achieving identified goals. Connects performance expectations to school goals/vision by referencing them often. Anticipates staff needs and works proactively to ensure systems are adjusted and resources are obtained to meet those needs. Established systems function interdependently. 	<ul style="list-style-type: none"> Holds each direct report accountable to the expectations for individual contribution toward the attainment of school-wide goals.
	Teacher Development	The Dean manages and holds staff accountable to college readiness.	<ul style="list-style-type: none"> Inconsistently implements the common NHA practices of teacher development. Miscommunicates or fails to communicate expectations. Neglects to document evidence in a timely manner. 	<ul style="list-style-type: none"> Procedurally implements all common NHA practices of teacher development within specified time frames. Documents specific behaviors and actions, based on evidence. 	<ul style="list-style-type: none"> Analyzes all data collected to support teacher growth. Utilizes data collected to drive professional development decisions and provide targeted support. 	<ul style="list-style-type: none"> Supports administrative team with communication, organization and planning, and works to develop the team further. Supports and contributes to the development of peers across NHA.
Lead Instructional Excellence Key Practice 5 Deans routinely analyze student, class, and wing data to drive instruction, student growth, and professional development to ensure all student needs are met.	Drive Instruction and Student Growth	The Dean routinely analyzes student, class, and wing data to drive instruction and student growth to ensure that all student needs are met.	<ul style="list-style-type: none"> Misinterprets data. Identifies goals not supported by the data. Provides inconsistent monitoring and/or support of staff data analysis. Communication regarding student progress is minimal and/or ineffective. 	<ul style="list-style-type: none"> Inconsistently analyzes data. Identifies goal areas that promote high levels of achievement. Facilitates staff's use of assessment data to design and adapt instruction. Monitors and supports staff adjustments to practice based on subsets of student needs. Communicates student progress to stakeholders. 	<ul style="list-style-type: none"> Demonstrates ongoing data analysis. Monitors progress toward established goals. Supports staff in a structured, ongoing cycle of data collection and analysis of progress toward established goals. Leads staff's use of assessment data to continually design and adapt instruction. Monitors, supports and holds staff accountable to adjustments in practice based on all student needs. 	<ul style="list-style-type: none"> Designs a systematic approach to collect and analyze multiple points of data on student progress toward attaining established goals. Ensures staff synthesizes multiple sources of data to make informed decisions.
	Professional Development	The Dean ensures that staff professional development is ongoing and is based on relevant data.	<ul style="list-style-type: none"> Neglects to plan, deliver and/or monitor staff development. Makes professional development decisions independent of data. 	<ul style="list-style-type: none"> Gathers and analyzes data to inform professional development aligned with the school improvement process. 	<ul style="list-style-type: none"> Provides ongoing learning opportunities that facilitate staff learning in how to collect, analyze, interpret, and use data to impact student achievement. Develops a cohesive year-long professional development plan driven by staff and student data (academic and behavioral). 	<ul style="list-style-type: none"> Monitors the effectiveness of the professional development plan using data to determine if professional development activities meet the intended objectives. Differentiates and adjusts professional development offerings based on staff and student data (academic and behavioral).
Lead Instructional Excellence Key Practice 6 Deans promote, model, and reinforce all NHA and school procedures (e.g. SBS, BWC, and Moral Focus).	NHA and School Systems and Procedures	The Dean understands, supports, and sustains the implementation of systems and procedures.	<ul style="list-style-type: none"> Unable to articulate essential NHA and/or school systems. Disregards NHA and/or school systems. Undermines NHA and/or school procedures through decisions, words, and/or actions. 	<ul style="list-style-type: none"> Identifies and articulates NHA and school system and procedure expectations. Positively promotes and advocates for implementation of NHA and school systems and procedures to stakeholders. Collaborates with the administrative team to develop school systems and procedures, as supported by research, data, and best practices. 	<ul style="list-style-type: none"> Models NHA and school systems and procedures. Ensures effective implementation of NHA and school systems and procedures by stakeholders. Provides feedback to reinforce positive implementation and holds each team member accountable to NHA and school systems and procedures. 	<ul style="list-style-type: none"> Analyzes and reflects on the implementation of NHA and school systems and procedures for effectiveness. Differentiates implementation of NHA systems and procedures (within the parameters of intent) based on research, data, and best practice. Facilitates a positive implementation of NHA and school systems and procedures across the organization.

- **Ineffective** - Below expected performance level
- **Developing** - Approaching expected performance level
- **Effective** - Meets expected performance level
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2018-19 DEAN PERFORMANCE EVALUATION RUBRIC

Quality of Student Learning				
Indicators	Ineffective	Developing	Effective	Exemplary
<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.

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

2018-19 DEAN PERFORMANCE EVALUATION RUBRIC

Professional Accountabilities: Dean embodies expectations of professional accountabilities through dependability, core values, communication, and teamwork.				
<i>Indicators</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>
DEPENDABILITY 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.	·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.	·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.	·Leader has a consistent attendance record. ·Leader fulfills all aspects of their job requirements with limited supervision. ·Leader consistently exhibits a “sees a need, fills a need” behavior.	·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.
CORE VALUES: 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.	·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	·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.	·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.	·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.
COMMUNICATION 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.	·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.	·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.	·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.	·Leader strategically communicates to ensure clarity and consistency of messaging. ·Leader seeks to develop strong team performance through communication. ·Leader proactively engages all stakeholders.
TEAMWORK 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.	·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.	·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	·Leader holds teammates accountable for team decisions. ·Leader acts in best interest of the team’s overall objectives. ·Leader actively seeks input in the spirit of growth.	·Leader collaborates with co-workers and leaders to support school-wide improvement. ·Leader provides informal leadership through words, actions, and work product.

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