2021-2022 Columbus City Schools (CCS) Principal Performance Evaluation Rubric

Through the collaborative OPES process, the **Principal Performance Evaluation Rubric** is used to promote professional growth that leads to improved performance. This process allows for feedback, support, and reflection as determined by the gathered evidence and ratings on the rubric. In CCS, the rating process is to occur on completion of each conference, observation, and walkthrough for timely feedback. To determine the ratings, the evaluator is to consider evidence collected during each event. Note that when completing the performance rubric, evaluators are not expected to gather evidence on all *indicators* for each event or observation cycle. Likewise, principals may provide additional pieces of evidence to address *indicators*. Additional discussion of the evidence can occur during conferences. By the end of the full evaluation period, evaluators should have provided ratings for each standard of the rubric based on sufficient evidence for principals. At that time, principal performance is scored holistically. This means evaluators will assess which level provides the best *overall* description of the principal.

Standard 1: Continuous Improvement
Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

ELEMENTS	*Ineffective*	*Developing*	*Skilled*	*Accomplished*
1.1 Principals facilitate the articulation and realization of a shared vision of continuous improvement.	Principal has not shared the school vision and goals with the staff. Principal has no process for developing a school vision and goals.	Principal has shared the school vision and goals with the staff. A process for developing a school vision and goals is not evident.	Principal has shared the school vision and goals with the staff and there is evidence that these are known. The principal implements a process for the development of a shared school vision and goals.	Principal collaboratively develops and communicates a shared vision using multiple approaches. The principal challenges existing structures based on data to align them with the shared vision.
1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.	Principal refers to the goals on a regular basis, but does not concretely connect them to the day-to-day business of the school.	Principal communicates expectations of high learning and achievement for all students at the beginning of the year. Principal uses knowledge of the Ohio Standards for the Teaching Profession to support new and struggling teachers' professional growth.	Principal identifies goal areas that promote high levels of achievement for all students and staff. Knowledge of the Ohio Standards for the Teaching Profession is used to support teachers' professional growth.	Principal collaboratively develops and sets measurable goals that promote high levels of student and staff achievement. Principal establishes and reinforces individual staff contributions towards the attainment of the school-wide goals by monitoring progress through the use of data.

| 1.3 Principals lead the change process for continuous improvement. | Principal does not have a plan in place for regular review of progress toward goals. | Principal articulates beliefs about teaching and learning.

Principal identifies changes needed to improve student learning. | Principal articulates well-defined beliefs about teaching and learning in response to the environment and levels of student achievement.

Principal identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication. | Principal models and provides resources to support staff in thinking systematically about the change process in response to needs of the school community.

Principal facilitates a diverse group of stakeholders to implement changes needed to improve student learning. |
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| 1.4 Principals anticipate, monitor, and respond to educational developments that affect school issues and environment. | Principal is unable to constructively respond to challenges and does not appear to understand the importance of building a sense of efficacy, empowerment, and well-being among staff. | Principal responds to building and district issues that affect the instructional needs of students. | Principal responds to building, district, community and societal changes and issues that affect the instructional needs of students. | Principal works with informal groups and school staff to anticipate, analyze and address building, district, community and societal changes and issues that affect the instructional needs of students. |

Standard 2: Instruction				
Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.				
ELEMENTS	*Ineffective*	*Developing*	*Skilled*	*Accomplished*
2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.	Principal does not align instruction and assessment to the state standards.	Principal demonstrates the knowledge of district curriculum and assessments.

Principal ensures teachers have a basic understanding of academic content standards, curriculum, and assessment.

Principal allocates resources to align with the curriculum and assessment needs. | Principal ensures teachers have a basic understanding of academic content standards and curriculum; instruction, assessments, and resources are aligned. | Principal organizes the articulation of the academic standards across and between classroom, grade level, groups and content areas.

Principal leads staff in analysis and revision of curriculum, instruction, assessments, and allocation of resources to ensure alignment with standards. |

2.2 Principals ensure instructional practices are effective and meet the needs of all students.	Principal does not attempt to diagnose-and/or misdiagnoses the state of instructional practices in the school, and is unable to articulate clear strategies to improve instruction.	Principal makes regular classroom visits and provides basic feedback on classroom instruction.	Principal makes systematic and frequent classroom visits and provides feedback on classroom instruction and assessment while monitoring the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds. Principal connects teachers to other faculty for aid in the development of their instructional methods.	Principal guides staff in the implementation of research-based instructional practices and sets aside time for attention to crucial instructional issues during the school day. Principal empowers and facilitates teachers in designing curriculum and addressing instructional and assessment issues.
2.3 Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.	Principal believes that all students can achieve, but fails to connect this belief with concrete actions. Principal does not confront staff member(s) who have low student expectations.	Principal monitors the identification of students of diverse abilities and supports staff in implementing state and local policies. Principal monitors achievement data.	Principal monitors the identification and instruction of students of diverse abilities and supports staff in implementing state and local policies. Principal uses disaggregated achievement data to determine the performance and needs of particular students and groups and regularly examines school-wide students' performance data to determine under- and over-identification of students in gifted or special education.	Principal is directly involved in instructional issues for all students. Principal fosters systematic discussions regarding instructional needs of all students including students identified as gifted, students with disabilities and at-risk students.

2.4 Principals know, understand, and share relevant research.	Principal may know current research on instruction, but fails to communicate it clearly in a usable way to staff.	Principal shares current research and theory on effective schooling.	Principal keeps informed and shares current research and theory on effective schooling.	Principal engages staff in identifying and discussing research and theory that support the academic needs of students
2.5 Principals understand, encourage and facilitate the effective use of data by staff.	Principal understands use of data, but fails to consistently link decision-making with data.	Principal uses data for decision-making.	Principal models the use of data to inform and make decisions about student progress. Principal monitors staff knowledge and use of data and impact of this knowledge on student achievement.	Principal provides on-going learning opportunities that facilitate staff to learn how to collect, analyze, interpret and use data on student progress. Principal facilitates teachers' use of assessment data to continually design and adapt instruction based on student needs.
2.6 Principals support staff in planning and implementing research-based professional development.	Principal may be able to identify areas for growth and accept opportunities for professional development, but fails to implement a coherent personal professional plan. Professional development on instructional strategies is offered, but professional development is general and standard for all staff.	Principal identifies strengths and areas for growth to develop and implement targeted goals for personal professional growth. Principal uses student data to identify general professional development needs for staff.	Principal uses staff input and student data to identify professional development needs in order to set short- and long-term professional development goals and takes action to meet these goals. Principal facilitates professional development opportunities that support classroom instruction.	Principal regularly modifies short- and long-term professional goals based on analysis of student, staff, and community evidence. Principal uses data to determine if professional development activities strengthen teachers' instructional skills to enhance student learning.

Standard 3: Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.				
ELEMENTS	*Ineffective*	*Developing*	*Skilled*	*Accomplished*
3.1 Principals establish and maintain a safe school environment.	Principal does not communicate a consistent behavioral system and does not provide support to staff, parents, and students.	Principal communicates behavioral standards to staff, parents and students. Principal ensures that behavioral policies are applied to ensure safety for staff, parents, and students.	Principal communicates, models, and reinforces behavioral standards for staff, students, and parents. Principal ensures that behavioral policies, procedures and routines are consistently applied to ensure safety for all.	Principal examines and modifies routines, as needed. Principal promotes and implements a school-wide system for behavioral support and intervention.
3.2 Principals create a nurturing learning environment that addresses the physical and mental health needs of all.	Principal is reactive, responding to problems but not implementing effective systems to anticipate and support student and staff needs.	Principal identifies available resources to support the needs of the students and staff. Principal treats students, parents, and staff with respect.	Principal assesses how well the physical, social and cultural environment supports student and staff needs. Principal ensures that staff members treat students with respect.	Principal promotes the effective use of identified physical and cultural resources and strategies to address the physical and mental health needs of students and staff. Principal ensures that staff members treat students, parents and members of the community with respect.
3.3 Principals allocate resources, including technology, to support student and staff learning.	Principal demonstrates familiarity with local budgeting process and tools, but does not align the budget to the school goals.	Principal manages the budget to support learning.	Principal develops a budget aligned to student and staff needs.	Principal assesses the use of resources, including technology, in the context of school operations and develops a budget aligned to student and staff needs. Principal procures additional financial resources for the school to support students and staff learning.

| **3.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.** | Principal acknowledges that the new teachers need greater mentoring and support.

Principal does not complete teacher evaluations, per guidelines or per contract.

Principal does not link teaching assignments, retention, or feedback opportunities to the new teacher evaluation system. | Principal mentors and supports new and struggling teachers. The principal implements a schedule for and completes teacher evaluations based on district guidelines. | Principal supervises and evaluates all staff. The principal completes teacher evaluations based on district guidelines and provides feedback, sources of instructional models/lessons to improve instruction and assessment.

Principal establishes and reinforces rules, guidelines and operational procedures that enable staff to focus on teaching and learning. | Principal actively supports the recruitment and selection of staff members who can ensure that the vision of the school is realized and retains productive staff, and implements incentives that ensure continued motivation. The principal systematically completes teacher evaluations that include substantive feedback that results in measurable improvements in instruction and assessment

Principal develops a collaborative culture of teachers helping each other to improve their instruction and assessment. |
| **3.5 Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.** | Principal does not meet professional responsibilities set by both the state and local level. | Principal complies with local, state, and federal mandates, including mandates related to teacher evaluations and student performance. | Principal meets legal, ethical and professional responsibilities with integrity, honesty, fairness, and dignity.

Principal implements procedures to comply with local, state, and federal mandates. | Principal analyzes and revises procedures to comply with local, state, and federal mandates and can communicate those mandates to district and community. |

Standard 4: Collaboration **Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.**				
ELEMENTS	*Ineffective*	*Developing*	*Skilled*	*Accomplished*
4.1 Principals promote a collaborative learning culture.	Principal does not create teacher team meetings and/or common meeting times that would allow for collaboration.	Principal creates common meeting times to allow for collaboration.	Principal develops structures for collaboration between all teachers and other education support personnel. Principal establishes and reinforces expectations, roles, norms and responsibilities for effective working teams.	Principal builds a school culture in which educators work collaboratively which results in increased student learning.
4.2 Principals share leadership with staff, students, parents and community members.	Principal does not define the role of the leadership team and no attempts are made to engage staff in shaping the school community, but the principal may resort to completing the tasks.	Principal occasionally shares leadership responsibilities with staff, parents, or students.	Principal consistently shares leadership responsibilities with staff.	Principal matches leadership responsibilities to the talents of individual educators and teams.
4.3 Principals develop and sustain leadership.	Principal provides minimal or no support to members of the leadership team; members of the leadership team are unclear about their roles.	Principal defines leadership team members' roles and provides leadership development activities for staff.	Principal serves as a role model for leadership behaviors. Principal participates in leadership development activities with staff and identifies strengths and interests to identify potential leaders.	Principal mentors and coaches staff and student leaders. Principal builds on staff members' skills and interest to advance the leadership capacity of all.

Standard 5: Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.				
ELEMENTS	*Ineffective*	*Developing*	*Skilled*	*Accomplished*
5.1 Principals use community resources to improve student learning.	Principal demonstrates a pattern of missed opportunities for productive engagement with parents and community members.	Principal attends community functions. Principal uses print and electronic media to communicate with parents.	Principal regularly represents the school at community functions and advisory groups. Principal uses print and electronic media to inform the community about the school.	Principal arranges school-community partnerships to support student achievement and school and community priorities.
5.2 Principals involve parents and community members in improving student learning.	Principal rarely or never communicates with families; families and community do not feel welcome; and families are not sure what their children are learning.	Principal communicates with parents about expectations for student learning.	Principal regularly practices two-way communication with parents about expectations for student learning needs and progress. Principal provides parents and students with relevant information about available school services (instructional, behavioral, and psychological) to address student learning needs.	Principal actively recruits and utilizes parent and community volunteers as appropriate for the school's instructional program. Principal uses technology and other resources as appropriate to maximize the communication with parents and community members about student learning.
5.3 Principals connect the school and community.	Principal does not show evidence that family and community input are used in decision-making.	Principal seeks opportunities for school and community to provide input regarding decision-making.	Principal identifies and uses school- and community-based resources to participate in decision-making and increase achievement among all students.	Principal collaborates with school and community groups to identify resources and solutions to increase achievement among all students.
5.4 Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.	Principal reacts to instances of intolerance, but does not proactively institute policies to ensure tolerance and support diversity.	Principal has implemented policies to ensure tolerance and to support diversity.	Principal models appreciation and respect for the cultures of the school and community to create an environment that supports high achievement for all students and uses strategies to remedy instances of intolerance of individuals and groups.	Principal uses proactive strategies to promote tolerance and address incidents of intolerance to create an environment that supports high achievement levels for all students.