Columbus City Schools (CCS) Principal Performance Evaluation Rubric

Through the collaborative OPES 2.0 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/assistant 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/assistant principals. At that time, principal/assistant principal performance is scored holistically. This means evaluators will assess which level provides the best *overall* description of the principal/assistant principal.

DOMAIN: Leadership					
Standards:	**Indicators:**	**Levels of Performance:**			
		Ineffective	**Developing**	**Skilled**	**Accomplished**
MISSION, VISION AND CORE VALUES (Standard 1): The effective educational leader develops, advocates and enacts a shared mission, vision and core values. *This standard lends itself well to the utilization of high-quality student data.*	**Indicator 1.1** The effective educational leader works in collaboration with students, staff and other stakeholders to develop, enact and evaluate a data-informed shared mission, vision and core values.	The administrator does not collaborate to develop a shared mission, vision and core values. **(1.1)**	The administrator inconsistently works in collaboration to develop and enact a shared mission, vision and core values. **(1.1)**	The administrator works in collaboration with students and staff to develop, enact and evaluate a data-informed shared mission, vision and core values. **(1.1)**	The administrator facilitates collaboration with all stakeholders to intentionally develop, enact and evaluate a data-informed shared mission, vision and core values for the building or assignment. The administrator serves as a mentor for others across the district in implementing a shared mission, vision and core values. **(1.1)**
	Indicator 1.2 The effective educational leader will model, communicate and advocate for the school's mission, vision	The administrator does not model, communicate and/or advocate for the school's mission, vision and core values. **(1.2)**	The administrator makes an attempt to model, communicate and advocate for the school's mission, vision and core values but is	The administrator consistently and successfully models, communicates and advocates for the school's mission, vision and core values. **(1.2)**	The administrator consistently models, communicates and advocates for the school's mission, vision and core values in all aspects of leadership.

			not always successful. **(1.2)**		The administrator ensures the mission, vision and core values are foundational, pervasive and readily apparent to all. **(1.2)**
and core values in all aspects of leadership.					

DOMAIN: Leadership					
Standards:	**Indicators:**	**Levels of Performance:**			
		Ineffective	**Developing**	**Skilled**	**Accomplished**
ETHICS AND PROFESSIONAL NORMS (Standard 2): The effective educational leader acts ethically and according to professional norms.	**Indicator 2.1** The effective educational leader understands, upholds and models professional ethics, policies and legal codes of professional conduct.	The administrator does not demonstrate and/or uphold professional ethics, policies and legal codes of professional conduct. **(2.1)**	The administrator inconsistently demonstrates, upholds and models professional ethics, policies and/or legal codes of professional conduct. **(2.1)**	The administrator consistently demonstrates, upholds and models professional ethics, policies and legal codes of professional conduct. **(2.1)**	The administrator mentors others in demonstrating, upholding and modeling professional ethics, policies and legal codes of professional conduct. **(2.1**)
	Indicator 2.2 The effective educational leader models and sets high expectations for conduct that promotes professional norms for students, staff, other stakeholders and self.	The administrator fails to set expectations for behaviors that promote professional norms for students, staff and other stakeholders. **(2.2)**	The administrator inconsistently models and/or sets expectations for behaviors that promote professional norms for students, staff and other stakeholders. **(2.2)**	The administrator models and sets high expectations for behaviors that promote professional norms for students, staff and other stakeholders. **(2.2)**	The administrator mentors other school leaders in modeling and setting high expectations for students, staff and other stakeholders. **(2.2)**

DOMAIN: Leadership					
Standards:	Indicators:	Levels of Performance:			
		Ineffective	Developing	Skilled	Accomplished
SCHOOL IMPROVEMENT (Standard 3): The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve learning conditions and outcomes. *This standard lends itself well to the utilization of high-quality student data.*	**Indicator 3.1** The effective educational leader develops the capacity of staff as leaders by establishing structures for collaboration that promote the analysis of data to identify areas of greatest need.	The administrator does not establish basic collaborative structures and fails to promote data analysis. **(3.1)**	The administrator attempts to establish and/or maintain basic collaborative structures that promote data analysis but are not entirely successful. **(3.1)**	The administrator leads staff in utilizing effective collaborative structures that promote data analysis that clearly identifies areas of greatest need. **(3.1)**	The administrator develops the capacity of staff as leaders in utilizing effective collaborative structures that promote the disaggregation of data that clearly identifies areas of need and exposes the root cause. **(3.1)**
	Indicator 3.2 The effective educational leader develops a focused plan with processes and procedures for implementation.	There is no evidence of a plan aligned to building and district goals nor evidence of a culture of continuous improvement. **(3.2 & 3.4)**	The administrator attempts to develop a plan with processes and procedures that may align to building or district goals and inconsistently fosters a culture of continuous improvement. **(3.2 & 3.4)**	In collaboration with internal stakeholders, the administrator develops a data-informed, focused plan with clear processes and procedures that aligns to building and district goals, ensuring a culture of continuous	In collaboration with internal and external stakeholders, the administrator develops a data- informed, focused plan with clear processes and procedures that aligns to building and district goals, resulting in

				improvement. **(3.2 & 3.4)**	improved student outcomes and ensuring a culture of continuous improvement. **(3.2 &3.4)**
	Indicator 3.3 The effective educational leader collaborates with teachers and other stakeholders to select, implement and monitor the impact of evidence-based strategies that align to the district and building goals and makes necessary adjustments.	The administrator does not collaborate in the selection of strategies for improvement, fails to monitor the impact of chosen strategies and does not make adjustments when needed. **(3.3)**	The administrator inconsistently collaborates in the selection of strategies for improvement, infrequently monitors the impact of chosen strategies and/or infrequently makes adjustments when needed. **(3.3)**	The administrator consistently collaborates with teachers to select, implement and monitor the impact of evidence-based strategies, and adjustments are made as needed to allow for improved conditions and outcomes that align to building and district goals. **(3.3)**	The administrator partners with internal and external stakeholders to systematically select, implement and monitor the impact of evidence-based strategies and proactively makes adjustments to ensure improved conditions and outcomes that align to building and district goals. **(3.3)**
	Indicator 3.4 The effective educational leader engages and partners with staff and public and private sectors to create and support a culture of continuous improvement.	There is no evidence of a plan aligned to building and district goals nor evidence of a culture of continuous improvement. **(3.2 & 3.4)**	The administrator attempts to develop a plan with processes and procedures that may align to building or district goals and inconsistently fosters a culture of continuous improvement. **(3.2 & 3.4)**	In collaboration with internal stakeholders, the administrator develops a data-informed, focused plan with clear processes and procedures that aligns to building and district goals, ensuring a culture of continuous improvement. **(3.2 & 3.4)**	In collaboration with internal and external stakeholders, the administrator develops a data- informed, focused plan with clear processes and procedures that aligns to building and district goals, resulting in improved student outcomes and ensuring a culture of continuous improvement. **(3.2 &3.4)**

DOMAIN: Learning					
Standards:	**Indicators:**	**Levels of Performance:**			
		Ineffective	**Developing**	**Skilled**	**Accomplished**
CURRICULUM, INSTRUCTION AND ASSESSMENT (Standard 4): The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to teachers, leaders and learning supports. *This standard lends itself well to the utilization of high-quality student data.*	**Indicator 4.1** The effective educational leader supports staff in recognizing, respecting and employing each student's strengths, diversity and culture as assets of both teaching and learning for personalized instruction.	The administrator does not provide support to staff in recognizing each student's strengths, diversity and culture, resulting in the absence of personalized instruction. **(4.1)**	The administrator provides inconsistent support to staff in recognizing each student's strengths, diversity and culture, resulting in limited personalized instruction**. (4.1)**	The administrator supports staff in recognizing, respecting and utilizing student strengths, while demonstrating the importance of diversity and culture and actively encouraging personalized instruction. **(4.1)**	The administrator successfully empowers staff in recognizing, respecting and utilizing student strengths, while championing the importance of diversity and culture to ensure continuous and consistent personalized instruction. **(4.1)**
	Indicator 4.2 The effective educational leader ensures each student has equitable access to effective teachers, challenging learning opportunities,	The administrator fails to provide equitable access to effective teachers, learning opportunities, educational resources and social support for each student. **(4.2)**	The administrator makes limited attempts to ensure each student has equitable access to effective teachers, challenging learning opportunities, educational resources	The administrator ensures each student has equitable access to effective teachers, challenging learning opportunities, educational resources	The administrator proactively advocates to ensure each student throughout the district has equitable access to effective teachers, challenging learning opportunities,

	educational resources and social support.		and social support. **(4.2)**	and social support. **(4.2)**	educational resources and social support. This results in a culture of systemic collaboration throughout the district. **(4.2)**
	Indicator 4.3 The effective educational leader uses standards to align, focus and implement systems of curriculum, instruction and assessment within and across grade levels to promote high expectations for student learning and core values of the school.	The administrator does not use standards or systems to support curriculum, instruction and assessment that promotes high expectations for student learning. **(4.3)**	The administrator demonstrates some familiarity of standards and systems to support curriculum, instruction and assessment in some grade levels or areas of instruction. **(4.3)**	The administrator uses standards to align, focus and implement systems of curriculum, instruction and assessment within and across grade levels to promote high expectations for student learning and core values of the school. **(4.3)**	The administrator successfully empowers educators to use standards to align, focus and implement systems of curriculum, instruction and assessment within and across grade levels to promote high expectations for student learning and core values of the school. The administrator serves as a role model in implementing these practices throughout the district. **(4.3)**
	Indicator 4.4 The effective educational leader promotes the effective use of technology in the service of teaching and learning.	The administrator provides no support for the effective use of technology to improve teaching and learning. **(4.4)**	The administrator inconsistently supports the effective use of technology, limiting the positive impact on teaching and learning. **(4.4)**	The administrator consistently supports the effective use of technology, positively impacting teaching and learning. **(4.4)**	The administrator promotes the effective use of innovative technology, transforming teaching and learning. The administrator models the integration of technology in daily practice, inspiring and supporting other educators. **(4.4)**

DOMAIN: Learning					
Standards:	**Indicators:**	**Levels of Performance:**			
		Ineffective	**Developing**	**Skilled**	**Accomplished**
PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL (Standard 5): The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.	**Indicator 5.1** The effective educational leader supports teachers and staff by providing ongoing actionable feedback, as well as individual and group professional development opportunities to promote continuous improvement aligned to the focused plan.	The administrator does not provide meaningful feedback for staff. Building-level professional development is sporadic and/or unrelated to continuous improvement efforts. **(5.1**)	The administrator provides generalized feedback to staff and/or is inconsistent in aligning individual and group professional development opportunities to promote continuous improvement. **(5.1)**	The administrator supports teachers and staff by providing ongoing actionable feedback based on performance and aligning individual and group professional development opportunities that promote continuous improvement. **(5.1)**	The administrator supports teachers and staff by providing ongoing actionable feedback based on performance and aligning individual and group professional development opportunities that promote continuous improvement. The administrator researches and evaluates internal and external professional development offerings and modifies as needed to ensure progress. **(5.1)**
	Indicator 5.2 The effective educational leader employs *Ohio Standards for Professional Development* to organize the school as a professional learning environment to achieve positive outcomes for each student.	The administrator does not attempt to align the professional learning environment around the *Ohio Standards for Professional Development.* **(5.2)**	The administrator partially aligns the professional learning environment around the *Ohio Standards for Professional Development*. **(5.2)**	The administrator fosters and aligns the professional learning environment around the *Ohio Standards for Professional Development*. **(5.2)**	The administrator advances leadership capacity in others around the *Ohio Standards for Professional Development* to achieve positive outcomes for each student. **(5.2)**
	Indicator 5.3 The effective educational leader continually	The administrator does not connect professional	The administrator attempts to deliver professional	The administrator selects, develops and prioritizes professional	The administrator empowers staff to assume ownership of

	improves effectiveness of staff and self through dialogue, reflection, study and other professional development opportunities.	development opportunities to improve staff and/or self. **(5.3)**	development opportunities to improve staff and self-effectiveness with limited success. **(5.3)**	development opportunities to improve staff and self through dialogue, reflection, study and other professional development opportunities. **(5.3)**	continuous improvement efforts through dialogue, reflection, study and other professional development opportunities. The administrator serves as a role model for professional growth and self- reflection. **(5.3)**

DOMAIN: Culture					
Standards:	Indicators:	Levels of Performance:			
		Ineffective	Developing	Skilled	Accomplished
EQUITY AND CULTURAL RESPONSIVENESS (Standard 6): The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness. *This standard lends itself well to the utilization of high-quality student data.*	**Indicator 6.1** The effective educational leader demonstrates cultural knowledge and sensitivity in decision-making, practices and interactions with staff, students and families.	The administrator fails to demonstrate cultural knowledge and sensitivity in interactions with others. **(6.1)**	The administrator demonstrates cultural knowledge and sensitivity with staff and students but is inconsistent in applying this knowledge in decision- making. **(6.1)**	The administrator consistently demonstrates and applies cultural knowledge and sensitivity in decision-making, practices and interactions with staff, students and families. **(6.1)**	The administrator mentors and empowers others to consistently demonstrate and apply cultural knowledge and sensitivity in decision-making, practices and interactions with staff, students and families. **(6.1)**
	Indicator 6.2 The effective educational leader supports students and staff by	The administrator fails to cultivate and maintain a school culture of equity,	The administrator attempts to cultivate and maintain a school culture of equity,	The administrator cultivates and maintains a school culture of equity,	The administrator serves as a leader throughout the district and community in

	establishing norms of respect, caring, learning and safety. **Indicator 6.3** The effective educational leader cultivates and monitors a school culture characterized by equity and inclusiveness.	support and inclusiveness and/or does not ensure norms of respect, caring, learning and safety across the school community. **(6.2 & 6.3)**	support and inclusiveness but inconsistently ensures norms of respect, caring, learning and safety across the school community. **(6.2 & 6.3)**	support and inclusiveness by establishing norms of respect, caring, learning and safety across the school community. **(6.2 & 6.3)**	cultivating and maintaining a systemic culture of equity, support and inclusiveness by advancing norms of respect, caring, learning and safety. **(6.2 & 6.3)**
	Indicator 6.4 The effective educational leader confronts and addresses individual and collective behaviors that disregard and/or defy equity and cultural responsiveness	The administrator fails to address behaviors that disregard equity and cultural responsiveness**. (6.4)**	The administrator attempts to address behaviors that disregard and/or defy equity and cultural responsiveness with limited success. **(6.4)**	The administrator attempts to address behaviors that disregard and/or defy equity and cultural responsiveness with limited success. **(6.4)**	The administrator proactively addresses individual and collective behaviors across the system that disregard and/or defy equity and cultural responsiveness. **(6.4)**

DOMAIN: Culture					
Standards:	**Indicators:**	**Levels of Performance:**			
		Ineffective	**Developing**	**Skilled**	**Accomplished**
COMMUNITY OF CARE AND SUPPORT (Standard 7): The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.	**Indicator 7.1** The effective educational leader establishes and sustains a professional culture of engagement and commitment to the education of the whole child.	The administrator does not create and/or promote a professional culture and does not have stakeholder involvement. **(7.1)**	The administrator creates and/or promotes a professional culture but has limited stakeholder involvement. **(7.1)**	The administrator creates and/or promotes a sustainable professional culture that engages stakeholders toward a commitment to the education of the whole child. **(7.1)**	The administrator collaboratively enhances a sustainable professional culture that promotes and engages stakeholders toward a shared commitment to the education of the whole child. **(7.1)**

This standard lends itself well to the utilization of high-quality student data.				
	Indicator 7.2 The effective educational leader uses and sustains coherent systems of academic, physical, social and emotional supports to meet the needs of each student.	The administrator does not establish or ineffectively uses systems of academic, physical, social or emotional supports to meet the needs of each student. **(7.2)**	The administrator uses systems of academic, physical, social or emotional supports to meet the needs of each student with limited success. **(7.2)**	The administrator uses coherent, data-driven systems of academic, physical, social and emotional supports to meet the needs of each student. **(7.2)**	The administrator continuously evaluates and improves coherent, data-driven systems of academic, physical, social and emotional supports to meet the needs of each student and mentors others to do the same. **(7.2)**
	Indicator 7.3 The effective educational leader develops and sustains a school environment in which students, staff and stakeholders are valued, trusted, respected and cared for.	The administrator does not develop, sustain and/or monitor the school environment and/or neglects to address the needs of all students, staff or stakeholders. **(7.3)**	The administrator inconsistently develops, sustains and/or monitors the school environment and/or struggles to address the needs of all students, staff or stakeholders. **(7.3)**	The administrator develops, sustains and monitors a trusting school environment where all students, staff and stakeholders are valued, respected and cared for. **(7.3)**	The administrator builds capacity with staff and stakeholders to develop, sustain and monitor a trusting school environment where all students, staff and stakeholders are valued, respected and cared for. **(7.3)**
	Indicator 7.4 The effective educational leader builds and supports positive partnerships among students, staff and stakeholders that collectively develop and sustain a safe and caring school environment.	The administrator does not show evidence of positive partnerships among students, staff and stakeholders. **(7.4)**	The administrator struggles to establish, maintain and/or monitor positive partnerships among students, staff and stakeholders. **(7.4)**	The administrator establishes, maintains and monitors positive partnerships among students, staff and stakeholders that help sustain a safe and caring school environment. **(7.4)**	The administrator builds capacity among staff and stakeholders to establish, maintain and monitor positive partnerships among students, staff and stakeholders that sustain a safe and caring school environment. **(7.4)**
	Indicator 7.5 The effective educational	The administrator does not demonstrate a	The administrator inconsistently	The administrator models a healthy work-	The administrator actively mentors other

		healthy work-life balance for self and/or staff. **(7.5)**	demonstrates a healthy work-life balance for self and/or staff. **(7.5)**	life balance and promotes the same for staff. **(7.5)**	staff, students and colleagues in promoting a healthy work-life balance. **(7.5)**
leader promotes a healthy work-life balance for staff and self.					

DOMAIN: Culture					
Standards:	**Indicators:**	**Levels of Performance:**			
		Ineffective	**Developing**	**Skilled**	**Accomplished**
MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY (Standard 8): The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.	**Indicator 8.1** The effective educational leader develops and sustains positive, collaborative and productive partnerships with families and the surrounding community.	The administrator does not show evidence of productive partnerships with families and community stakeholders. **(8.1)**	The administrator initiates partnerships with families and community stakeholders on a limited basis. **(8.1)**	The administrator establishes and sustains collaborative and productive partnerships with families and community stakeholders. **(8.1)**	The administrator expands collaborative and productive partnerships with families and community stakeholders and mentors others to develop partnerships that enhance the school community. **(8.1)**
	Indicator 8.2 The effective educational leader uses the school as a resource to identify and address community needs and understands the context of its existence within the larger community.	The administrator does not utilize the school as a resource for students, families and the greater community. **(8.2)**	The administrator utilizes the school as a resource for students, families and the greater community with limited success. **(8.2)**	The administrator uses the school as a resource to identify and address community needs and understands the context of its existence within the larger community. **(8.2)**	The administrator effectively utilizes and promotes the school as a resource to identify and address community needs, understands the context of its existence within the larger community and

					enhances these resources. **(8.2)**
	Indicator 8.3 The effective educational leader maintains a purposeful presence in the community to understand, value and employ the community's cultural, social, socioeconomic, intellectual and civic resources.	The administrator is not active in the community and does not attempt to understand the community's cultural, social, socioeconomic, intellectual and civic resources. **(8.3)**	The administrator is active in the community on a limited basis and demonstrates limited understanding of the value of interactions with stakeholders. **(8.3)**	The administrator is active in the community to intentionally interact with stakeholders for the purpose of understanding the community's cultural, social, socioeconomic, intellectual and civic resources. **(8.3)**	The administrator is an essential presence in the community and intentionally interacts with stakeholders for the purpose of understanding the community's cultural, social, socioeconomic, intellectual and civic resources. The administrator involves others from the school in these interactions to expand the presence of the school within the community. **(8.3**)
	Indicator 8.4 The effective educational leader builds and sustains productive partnerships with public and private sectors to promote continuous improvement and student learning.	The administrator does not cultivate and/or sustain productive partnerships with public and private sectors for continuous improvement and student learning. **(8.4)**	The administrator inconsistently cultivates and sustains productive partnerships with public and private sectors for continuous improvement and student learning. **(8.4)**	The administrator cultivates and sustains productive partnerships with public and private sectors for continuous improvement and student learning. **(8.4)**	The administrator cultivates and sustains productive partnerships with public and private sectors for continuous improvement and student learning and actively expands these partnerships to reach all stakeholders across the larger community. **(8.4)**

DOMAIN: Management					
Standards:	Indicators:	Levels of Performance:			
		Ineffective	Developing	Skilled	Accomplished
STRATEGIC STAFFING (Standard 9): The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.	**Indicator 9.1** The effective educational leader participates in the acquisition of high-quality recruits. **Indicator 9.2** The effective educational leader develops and/or uses clear selection criteria and hiring processes.	The administrator fails to demonstrate an ability to identify high-quality candidates, and the appropriate use of any selection criteria in the hiring process is not evident. **(9.1 & 9.2)**	The administrator's attempts to identify and recruit high-quality candidates or regularly apply clear selection criteria in the hiring process often are inconsistent. **(9.1 & 9.2)**	Through the development and use of clear selection criteria, the administrator participates in acquiring high-quality staffing candidates to fill vacancies in the school. **(9.1 & 9.2)**	The administrator engages in activities that assist in identifying staffing needs across the district and participates in the recruitment of high-quality candidates to fill vacancies system wide. **(9.1 & 9.2)**
	Indicator 9.3 The effective educational leader aligns the assignment of staff to students' needs to ensure the use of staff members' diverse expertise and skill sets and culturally responsive practices.	The administrator fails to promote the growth of diverse skills or culturally responsive practices among staff and does not demonstrate an appropriate understanding of the need to align staffing assignments to meet student needs. **(9.3)**	In promoting the development of diverse instructional skills and/or culturally responsive practices, the administrator demonstrates only limited success; the assignment of staff is not always consistent with meeting student and/or staff needs. **(9.3)**	The administrator promotes the development and use of diverse skills and culturally responsive practices among all staff and intentionally aligns the assignment of staff to meet student needs. **(9.3)**	The administrator is a leader in developing and delivering training in culturally responsive practices and the use of diverse instructional skills to staff from across the district. **(9.3)**
	Indicator 9.4 The effective educational leader provides	There is little or no evidence of an emphasis on providing	The administrator attempts to identify leadership	By effectively matching the unique skills and talents of staff to	By assisting in a system wide effort to identify potential future

	opportunities for staff to assume leadership roles within the school.	leadership opportunities for others or on promoting leadership roles within the school. **(9.4)**	opportunities for some staff within the building but often with limited success. **(9.4)**	leadership opportunities within the school, the administrator provides for and fosters staff development. **(9.4)**	leaders, the administrator serves as a mentor in creating leadership growth opportunities for others. **(9.4)**
	Indicator 9.5 The effective educational leader implements an evaluation process that promotes the professional growth and performance of staff.	The administrator fails to demonstrate an ability to use the evaluation process in such a way as to promote professional growth of staff members. **(9.5)**	The administrator implements the basic provisions for the evaluation of staff but is inconsistent in promoting either improved performance or professional growth of staff through this process. **(9.5)**	The administrator systematically implements an evaluation process focused on enhancing the performance and professional growth of all staff within the school. **(9.5)**	The administrator serves as a role model for other building leaders by assisting them in implementing their own growth-focused evaluation systems. **(9.5)**

DOMAIN: Management					
Standards:	Indicators:	Levels of Performance:			
		Ineffective	Developing	Skilled	Accomplished
SCHOOL OPERATIONS (Standard 10): The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.	**Indicator 10.1** The effective educational leader collaborates with staff to support and facilitate policies and procedures that ensure a smooth progression for students through their school careers. **Indicator 10.2** The effective educational leader develops and uses productive professional	The administrator does not develop collaborative professional relationships with staff and/or stakeholders. **(10.1 & 10.2)**	The administrator inconsistently demonstrates an ability to develop collaborative professional relationships with staff and/or stakeholders. **(10.1 & 10.2)**	The administrator consistently demonstrates collaborative professional relationships with stakeholders, including staff, students and families. The administrator uses these relationships to ensure a seamless progression for students during their school careers and to positively impact	The administrator consistently demonstrates collaborative professional relationships with all stakeholders, including staff, students, families and community entities to foster unique experiences and opportunities for students during their school careers. The administrator uses these relationships to

	relationships with students, staff, district personnel and other stakeholders to positively impact school operations.			school operations. **(10.1 & 10.2)**	positively impact school operations and serves as a model for other entities throughout the district. **(10.1 & 10.2)**
	Indicator 10.3 The effective educational leader plans and executes a fiscally responsible budget, ensuring federal, state and local guidelines are followed to support the focused plan.	The administrator does not develop and/or implement a fiscally responsible budget that is compliant with all applicable laws and board policies. **(10.3)**	The administrator is inconsistent in developing and/or implementing a fiscally responsible budget that is compliant with all applicable laws and board policies. **(10.3)**	In concert with other school personnel, the administrator develops and implements a fiscally responsible budget that is compliant with all applicable laws and board policies. **(10.3)**	In concert with other school and district personnel, the administrator develops and implements a fiscally responsible budget, secures additional funding resources, develops community partnerships and understands the context of district finances. **(10.3)**
	Indicator 10.4 The effective educational leader develops and implements schedules and other structures to maximize learning.	The administrator does not provide basic operational structures, such as master schedules and assignment of staff. **(10.4)**	The administrator attempts to develop and implement operational structures, such as master schedules and assignment of staff, but with limited success. **(10.4)**	The administrator develops and implements operational structures, such as master schedules and assignment of staff, in a manner designed to maximize student learning. **(10.4)**	The administrator serves as an expert/mentor who collaborates with and leads diverse stakeholders to create and implement operational structures, such as master schedules and assignment of staff, in a manner designed to maximize student learning. **(10.4)**
	Indicator 10.5 The effective educational leader demonstrates and communicates a	The administrator does not demonstrate or communicate a working knowledge of	The administrator demonstrates familiarity with education laws, board	By demonstrating both a knowledge of and adherence to all education laws, board	The administrator serves as a role model by demonstrating a knowledge of and

working knowledge of Ohio public education laws, rules and requirements, as well as district policies, procedures and agreements, as appropriate. **Indicator 10.6** The effective educational leader collaborates with local authorities and students, staff and other stakeholders to create, implement, monitor and maintain a school safety plan, per state regulations.	education laws, board policies/agreements, and/or a school safety plan. **(10.5 & 10.6)**	policies/agreements and a school safety plan but is not always successful in ensuring compliance. **(10.5 & 10.6)**	policies and agreements, the administrator effectively leads all stakeholders in compliance with these requirements, including implementing and maintaining a school safety plan, per state regulations. **(10.5 & 10.6)**	adherence to education laws, board policies and agreements, and school safety plans, per state regulations. The administrator advocates for appropriate changes to policies, plans and legislation when necessary. **(10.5 & 10.6)**