

Multidimensional Principal Performance Rubric



ISLLC Standard 1 – Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

| Standard 1 | Ineffective 1 | Developing 2 | Effective 3 | Highly Effective 4 |
|---|---|--|--|--|
| Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i> | claims to have a vision and mission for the school, but keeps it private | identifies the school’s vision and mission, and makes them public | collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning | engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision and mission for learning |
| | School vision and mission are unrelated to the district vision and mission | school vision and mission are created in isolation of the district’s vision and mission are aligned as an afterthought | school vision and mission aligns with the vision and mission of the district | school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide |
| | disregards the need to use the school’s vision and mission to guide goals, plans and actions | refers to the school vision and mission as a document unconnected to programs, policies or practices | explicitly links the school’s vision and mission to programs and policies | uses the school’s vision and mission as a compass to inform reflective practice, goal-setting, and decision-making |
| Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvement as the legacy of the future)</i> | assumes that the school’s improvement is either an event or the responsibility of a single individual | provides selected staff with opportunities to discuss school improvement efforts | has a process and structure in place for organizational improvement and uses it to assess the school | uses and regularly evaluates strategic processes and structures to promote the school’s continuous and sustainable improvement |