

Multidimensional Principal Performance Rubric



ISLLC Standard 2 – School Culture and instructional Program

An education leader promotes the success of every student by advocating, nurturing, sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 2	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>	acknowledge the need for communication and collaboration	considers proposals for collaborative structures and projects	supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice	establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching mentoring, collegial inquiry, etc. as an embedded part of practice
	provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices to several individuals	encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design	develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction process, program design, integrated curriculum, or other individual or organizational projects)	nurtures and sustains a culture of collaboration, trust, learning and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice
	create a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures	create a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures	creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and culture	engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts and processes in deductive and inductive ways

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Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i>	promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts.	establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning	creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks	engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher level of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question
	maintains a hand off approach to instruction	provides mixed messages related to expectations for instructional methodology and own understanding of “best practices”	supervises instruction and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work	supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning
	initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	allows actions that disrupt instructional time and distracts from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teacher in classrooms, etc.)	maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time	involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them
Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i>	assumes titled leaders are able to handle administrative responsibilities and teacher to be able to instruct students	invests in activities that promote the development of a select group of leaders	develops the instructional and leadership capacity of staff	develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school
	is unaware of effective and appropriate technologies available	provide the necessary hardware and software, and establishes the expectation that teacher will integrate technology into student learning experiences	promotes the use of the most effective and appropriate technologies to student teaching and learning and ensures that necessary resources are available	engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school

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				organization
<p>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></p>	<p>uses "accountability" to justify a system that links student achievement with accolades and blame</p>	<p>assessment and accountability systems, through in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other</p>	<p>develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement</p>	<p>facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history, and projected into the future</p>
<p>Strategic Planning Process: <i>monitoring/inquiry (the implementation and stewardship of goals, decisions and actions)</i></p>	<p>judges the merit of the instructional program based on what is used by others</p>	<p>evaluates the impact of the instructional program based on results of standardized assessments</p>	<p>gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program</p>	<p>provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement</p>