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.

Vision, Mission & Goals 1

Standard 1	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	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 *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvement as the legacy of the future)*	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

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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 *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	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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Standard 2	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Instructional Program *(design and delivery of high quality curriculum that produces clear evidence of learning)*	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 *(developing potential and tapping existing internal expertise to promote learning and improve practice)*	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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Standard 2	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
				organization
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvement as the legacy of the future)*	uses "accountability" to justify a system that links student achievement with accolades and blame	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	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	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
Strategic Planning Process: monitoring/inquiry *(the implementation and stewardship of goals, decisions and actions)*	judges the merit of the instructional program based on what is used by others	evaluates the impact of the instructional program based on results of standardized assessments	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	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

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ISLLC Standard 3 – Safe, Efficient, Effective Learning Environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Standard 3	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Capacity Building *(developing potential and tapping existing internal expertise to promote learning and improve practice)*	obtains and uses human, fiscal and technological resources based on available funds or last year's budget instead of need	obtains human, fiscal and technological resources and allocates them without an apparent plan	obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources	considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs
	considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others	shares "leadership" by providing others with limited responsibilities for tasks and functions but no decision making ability	develops the capacity for distributed leadership by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles	embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-creates a process by which today's leaders identify, support and promote the leaders of tomorrow
Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it	establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures	promotes and protects the welfare and safety of student and staff	engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvement as the legacy of the future)*	avoids engaging with management or operations systems	monitors and evaluates the management and operational systems	monitors, evaluates and revises management and operational systems	establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement

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Standard 3	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Instructional Program *(design and delivery of high quality curriculum that produces clear evidence of learning)*	allocates time as required to comply with regulations and mandates	schedules time outside of the typical school day for teachers to support instruction and learning	ensures teacher and organizational time is focused to support quality instruction and student learning	Engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning

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ISLLC Standard 4 – Community

An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 4	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Strategic Planning Process: Inquiry *(gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success)*	make decisions about whether or not to change the educational environment based on own impressions and beliefs	collects and analyzes data and information pertinent to the educational environment	collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements	Engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement
Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	considers the community as separate from school	provides isolated opportunities for including the community in a school activity or for engaging students in community outreach or service projects	promotes understanding appreciation, and use of the community's diverse cultural, social, and intellectual resources through diverse activities	engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvement as the legacy of the future)*	identifies lack of family and caregiver involvement as a key explanation for lack of achievement	takes actions intended to increase family and caregiver support for the school	builds and sustains positive relationships with families and caregivers	builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts

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ISLLC Standard 5 - Integrity, Fairness, Ethics
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 5	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvement as the legacy of the future)*	associates "accountability" with threats and blame for students' academic and social differences	focuses on accountability for academic and social success of students whose test results threaten the school's standing	ensures a system of accountability for every student's academic and social success	Enables an approach to "accountability" that uphold high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student's academic and social success
	makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them	makes decisions and takes actions without considering consequences, dealing with them if and when they occur	considers and evaluates the potential moral and legal consequences of decision-making	engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good
	blames mandates for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders	assumes responsibility for decisions and actions related to mandates	assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility	promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school's learning and work and align with its ethical and moral beliefs

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Standard 5	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	mourns the lack of self-awareness, reflective practice transparency and ethical behavior in others	proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others	models principles of self-awareness, reflective practice, transparency, and ethical behavior	engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school, and determining how to replicate them
	pays lip service to values related to democracy, equity and diversity	holds others accountable for upholding the values of democracy, equity and diversity	safeguards the values of democracy, equity and diversity	provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity and diversity
	implements strategies that group and label students with specific needs, isolating them from the mainstream	asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action	promotes social justice and ensures that individual student needs inform all aspects of schooling	creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions

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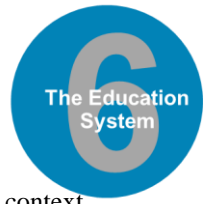
ISLLC Standard 6 – Political, Social, Economic, Legal and Cultural Context
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Standard 6	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvement as the legacy of the future)*	appears unaware of decisions affecting student learning made outside of own school or district	reacts to district, state and national decisions affecting student learning	acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district	engages the entire school community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning
	waits to be told how to respond to emerging trends or initiatives	continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field	assesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies	Draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements
Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	advocates for self and own interests	advocates for selected causes	advocates for children, families and caregivers	guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another