# SUMMATIVE RUBRICS
## For PRINCIPAL Evaluation
**by Domain, Factor, and Characteristic**

The Summative Rubrics provide administrators and their evaluators with a condensed version of the Formative Rubrics for either the principal or central office/superintendent evaluation (see School ADvance Administrator Evaluation User Manual). This set of Summative Rubrics is organized around the four practice domains (Domains 2-5) and eight practice factors for the principal evaluation framework and provides statements that capture the major elements of each characteristic in collapsed form. The Summative Rubrics match directly to the School ADvance performance evaluation framework and formative rubrics for either the principal or central office/superintendent position. The summative statements can be used as the basis for the summative performance assessment and the Formative Rubrics can be used for formative assessment work (e.g. self-assessment, conferencing and dialogue, observations, evidence portfolios, etc.) and to provide clarity for developing performance improvement or personal growth plans.

Each item in the Summative Rubrics collapses several characteristics listed within the Formative Rubrics for each of the performance factors. Because the descriptors are collapsed, users should refer back to the Formative Rubrics when there is a question about what a Summative Rubric item means or what might be observable or documentable evidence for that item.

**NOTE: There is no Summative Rubric needed or provided for Domain 1–Results**

**Color Key for Rubrics:**

| Domains |
|---|
| **Factors** |
| **Characteristic** |

# SUMMATIVE RUBRICS—Principals
Developed by MASA and Michigan ASCD

## 5 Performance Domains & 9 Performance Factors

| Domain 1 – Results | | | |
|---|---|---|---|
| **Student, Teacher, and School Results Factors** | | | |
| **Teacher Results, Based on Student Results Characteristic** | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| | Shows improvement in the percentage of teachers whose students meet established student achievement targets* on specified assessments**; and/or | Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified assessments**; and/or | Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified assessments**and/or |
| **Student Results Characteristic** | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| | Shows improvement in the percentage of building students who meet established student achievement targets* on specified assessments**; and/or | Meets established goal(s) for the percentage of building students who meet student achievement targets* on specified assessments**; and/or | Exceeds the established goal(s) for the percentage of building students who meet student achievement targets* on specified assessments**; and/or |
| **Student Results Item: Achievement Gaps Characteristic** | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| | Shows improvement in reducing the size of identified student achievement gaps for sub-groups of students on specified assessments**; and/or | Meets established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or | Exceeds established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments**; and/or |
| **School Results Item: Improved School Programs and Process Characteristic** | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| | Shows improvement on identified school process and program improvement targets based on the school's improvement plan*** | Meets established annual school process and program improvement targets based on the school's improvement plan*** | Exceeds established annual school process and program improvement targets based on the school's improvement plan*** |

## PRINCIPAL Evaluation Instrument: 5 Performance Domains & 9 Performance Factors

*This approach allows the district to establish student achievements targets for each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement. Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.

**This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

***This approach allows the district to establish both student and school process/program improvement targets based on the principal's school improvement plan based on a combination of student achievement, school process data, student engagement, attendance, behavior, perception, and other data as appropriate and available to monitor progress on the school's improvement plan.

| Domain 2 – Leadership | | | |
|---|---|---|---|
| **Vision for Learning and Achievement Factors** | | | |
| **Personal Vision Characteristics** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| | Maintains and communicates an informed vision of success for all students | *And* advances his/her personal vision in ways that honors and celebrates diversity and the worth of every individual | *And* sets both an example and an expectation for treating all persons with civility, respect, and dignity |
| **Shared Vision Characteristics** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| | Works with staff, students, parents, and community to build a shared vision of learning for all students | *And* enlists staff, students, and parents in working on and regularly updating the shared vision based on current information | *And* monitors progress, aligns resources, and fosters innovation to achieve the shared vision based on valid measures of success |

| Domain 2 - Leadership | | | |
|---|---|---|---|
| **Leadership Work and Behavior Factors** | | | |
| **Informed Characteristics** | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| | Uses valid data, information, and research to inform goals, strategies, and practices | *And* guides staff to use multiple sources of data, information and research to inform goals, strategies, and practices | *And* works with staff to use data, information, and research to set priorities, evaluate school programs, and collaborate for improved results |
| **Strategic and Systemic Characteristics** | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| | Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school | *And* works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals | *And* works with staff, students and parents to link school priorities and strategies into a systemic plan to achieve school and district goals |
| **Fair, Legal, Honest, Ethical and Professional Characteristics** | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| | Conducts his/her work in a fair, legal, and ethical manner | *And,* holds school personnel accountable for fair, legal, and ethical conduct | *And* contributes to policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct |
| **Resilient Characteristics** | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| | Maintains effective personal work habits, is reliable and consistent in fulfilling responsibilities, and renews personal commitment | *And* models and sets expectations for staff to use habits of reflective practice, personal growth and renewal, reliability, and consistency | *And* establishes school routines that support and recognize habits of reflective practice, self-assessment, and personal renewal |

| Domain 3 – Programs | | | |
|---|---|---|---|
| **High Quality/Fidelity/Reliability Instructional Program Factors** | | | |
| **Curriculum Characteristics** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| | Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction | *And* ensures that staff communicates curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core curriculum standards and differentiate instruction to meet the needs of all students | *And* assists staff in interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the curriculum relevant for all students and understood by all parents |
| **Instruction Characteristics** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| | Has a working knowledge of effective instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs | *And* assists staff in developing a repertoire of research based instructional practices that support active student learning, differentiation, and tiered interventions where needed to meet student needs | *And* establishes school processes and routines that engage teachers in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies to meet the needs of all students |
| **Assessment Characteristics** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| | Has a working knowledge of assessment practices and instruments and works with staff to follow ethical, legal, and valid practices in using data to communicate about student progress | *And* provides training and support for staff to become assessment literate and competent in analyzing and interpreting assessment results to communicate student progress, set learning goals, and make decisions that affect students | *And* works with staff to establish building and district systems, processes, policies, training, and shared leadership for effective assessment and feedback practices |

| Domain 3 – Programs | | | |
|---|---|---|---|
| **Safe, Effective, Efficient School Operations Factors** | | | |
| **Policies, Laws, and Procedures Characteristics** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| | Maintains current knowledge and acts in accordance with state and federal laws, school safety practices, employee contracts, and district policies | *And* informs and holds staff accountable for adherence to state and federal laws, school safety practices, employee contracts, and district policies | *And* monitors, evaluates, and improves school routines and processes to better align and support legal, safe, and ethical school operations and to develop positive employee relations |
| **Systems, Processes, and Procedures Characteristics** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| | Follows district and establishes school systems, processes, and procedures that guide the operation of the school | *And* ensures that staff and students understand, follow, and evaluate the systems, processes, and procedures of the school and district | *And* works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes, and procedures |
| **Allocation and Management of Resources Characteristics** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| | Establishes procedures for and regularly monitors the school's fiscal management and financial status | *And* communicates with staff about the school's financial status and develops processes for aligning and realigning resources to support school goals | *And* communicates and collaborates with staff, central office, and stakeholders about the school's financial status and securing resources to achieve school goals |

| Domain 4 – Processes |
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| **Community Building Factors** |

| **Relationships Characteristics** | | | |
|---|---|---|---|
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| | Forms relationships with staff, students, families and the broader school community | *And,* is involved in the community as an advocate for the schools and regularly assesses and ensures that the school responds to the needs of a diverse school community | *And*, works with the community to form partnerships, coordinate services, seek out resources and support, and advocate for the school |
| **Inclusion Characteristics** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| | Welcomes and invites parents and members of the diverse community to be involved with the school | *And* responds to concerns of students, parents, and the community—involving them in ways that are meaningful and relevant | *And* ensures all segments of the community are included, involved, respected, and valued |
| **Communications Characteristics** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| | Communicates regularly with internal and external stakeholders about student achievement | *And* uses a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school | *And* establishes a regular system of two-way communication with parents, community, and media, while involving parents in their child's education |

| Domain 4 – Processes | | | |
|---|---|---|---|
| **Evidenced Based and Data Informed Decision Making Factors** | | | |
| **Collaborative Inquiry Characteristics** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| | Creates school routines to examine and question student and school results | *And* establishes and works with staff teams to challenge assumptions, raise questions, and interpret multiple sources of student results to create evidence based instructional plans | *And* trains teachers to lead collaborative inquiry, assist colleagues in developing evidence based goals and strategies, and disseminate successful improvement work |
| **Systematic Use of Multiple Data Sources Characteristics** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| | Works with staff to use multiple forms of student data (including sub-groups) and school data to identify school improvement goals | *And* works with staff to analyze multiple year student data (including sub-groups) and school data trends and select evidence-based strategies to achieve the school improvement goals | *And* works with staff to deepen student and school data analysis with triangulated data points, sub-scores, etc. to evaluate and revise school improvement goals and strategies |
| **Data Systems Characteristics** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| | Is knowledgeable about, and sets clear expectations for, staff use of the school's data systems | *And* ensures that staff are knowledgeable and monitored in their use of the school's data systems for classroom assessment and progress monitoring | *And* provides staff training and support to use the school's data system for collecting, analyzing, and interpreting multiple forms of data for progress and performance monitoring |

| Domain 5 – Systems | | | |
|---|---|---|---|
| **Technology Integration and Competence Factors** | | | |
| **Personal Use of Technology Characteristics** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| | Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications | *And* models personal use of technology, participates in electronic learning communities, and makes creative use of technology to enhance communications and accomplishment of job responsibilities | *And* learns and uses emerging technologies to increase productivity, develop leadership, and expand staff use of technology |
| **Learning and Teaching with Technology Characteristics** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| | Ensures that staff have the necessary training, support, direction, and monitoring to make effective use of technology for communications and routine job responsibilities | *And* assists staff in exploring new uses for instructional technology, ensuring that technology is integrated into school plans for improving curriculum management, instruction, and assessment | *And* provides leadership, advocacy, and creative solutions for school and district level use of technology to improve parent and community involvement, expand student learning opportunities, improve the monitoring and communication of student progress and adapt the teaching and learning environment for better student results |
| **Leadership for Technology Characteristics** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| | Builds a shared vision with staff and parents for using technology to enhance classroom instruction and improve student results | *And* works with staff to identify evidence-based technology practices that improve instruction, extend learning opportunities and foster student and parent engagement in the learning process | *And* provides leadership for district policies and practices that encourage and recognize staff initiative and innovative use of technology to improve student results |

| Domain 5 – Systems | | | |
|---|---|---|---|
| **Human Capacity Development Factors** | | | |
| **Professional Development Characteristics** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| | Develops a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance evaluation and/or staff induction, mentoring, and coaching systems | *And* establishes processes for self and staff to refine personal growth plans with data and research, while engaging in professional learning and performance evaluation | *And* works with staff to evaluate the school's professional learning culture and the impact of internal and external professional learning on student results |
| **Leadership Development Characteristics** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| | Involves staff in school decision making processes and recognizes staff leadership | *And* helps staff build a culture where they share responsibility and leadership for day-to-day operations, student and school success, professional learning, and involvement of students, parents, and community in the work of the school | *And* identifies, develops, and supports staff, student, and parent leaders with the training, mentoring, and coaching needed to carry out meaningful leadership roles in the school |

| Domain 5 – Systems Continued | | | |
|---|---|---|---|
| **Human Capacity Development Factors Continued** | | | |
| **Performance Evaluation Characteristics** | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| | Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback, and development of personal growth or individual development plans (IDP) | *And* works to improve his/her personnel evaluation skills and strategies, increase staff understanding and participation in their own performance evaluations, and use performance evaluation to achieve improved student results | *And* involves staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the performance evaluation process |
| **Productivity Characteristics** | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| | Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work | *And* makes evidence based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes | *And* differentiates and adapts staff roles and responsibilities to achieve the goals of the school using staff, student, and parent feedback to evaluate/improve school routines to increase productivity |