

Principal Effectiveness Instrument - Artifacts and Evidence – (10/30/12 draft)

Domain 1: Strategic/Cultural Leadership

Domain	Component	Description from Rubric	Types of Evidence / Artifact	Impact	Timeline (Month)
Domain 1: Strategic/Cultural Leadership	1a: Creates an Organizational Vision, Mission, and Strategic Goals	<p>Implements a process that includes stakeholders for developing a shared vision and strategic goals for student achievement that results in rigor and relevance for students and staff.</p> <p>Maintains a focus on the vision and strategic goals throughout the school year.</p> <p>Ensures that staff incorporates the school’s vision, mission, and strategic goals in their instructional plans to assure that students achieve expected outcomes.</p>	<ul style="list-style-type: none"> • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members • Program agendas, faculty meeting agendas, other meeting agendas • Meeting minutes, rosters, etc. • Quarterly and end of year summation reports • Parent engagement programs • Critiques of lesson plans to ensure compliance 	•	•
	1b: Uses Data for Informed Decision Making	<p>Collects, analyzes, monitors, and uses data systematically regarding the school’s progress in driving informed decision-making for the attainment of strategic goals and objectives.</p> <p>Develops the capacity of staff and other stakeholders to use data for decision-making.</p>	<ul style="list-style-type: none"> • Development and implementation of a school improvement plan • Utilization of formative and summative assessments that impact instruction (PSSA, PVAAS, DIBELS, SAT, AP exams, IB exams, local assessments, etc.) • Determination of the number and percent of ineffective, effective, and highly effective teachers 	•	•

			<ul style="list-style-type: none"> • In-service or other professional development for staff on assessment tools and data analysis techniques • Documentation of efforts to promote collaborative workgroups for teachers to use data to drive student achievement (meeting agendas) 		
	1c: Builds a Collaborative and Empowering Work Environment	<p>Creates a collaborative work environment predicated upon cooperation among and between students, parents, staff, and the community.</p> <p>Consistently engages in shared decision-making and distributive leadership.</p> <p>Actively models behaviors that promote a sense of empowerment among staff and stakeholders.</p>	<ul style="list-style-type: none"> • Documentation of efforts to promote collaborative workgroups for teachers (meeting agendas) • Creation of opportunities for shared planning time • Minutes of planning sessions, meetings, etc. illustrating shared decision making 	•	•
	1d: Leads Change Efforts for Continuous Improvement	Implements a change process to ensure continuous school improvement.	<ul style="list-style-type: none"> • Minutes of planning sessions, meetings, etc. illustrating the implementation of change initiatives • Uses School Improvement Team in Decision Making 	•	•
	1e: Celebrates Accomplishments and Acknowledges Failures	<p>Recognizes individual and collective contributions in a systematic manner toward attainment of strategic goals.</p> <p>Utilizes failure as an opportunity to improve school culture and student performance.</p>	<ul style="list-style-type: none"> • Faculty meetings agendas, newsletters, award assemblies, etc. • Awards Certificates of Achievement and Appreciation • Creates and Reviews Incident Reports • Agenda minutes and proposed plan of action to remedy shortcomings 	•	•

Domain 2: Systems Leadership

Domain	Component	Description from Rubric	Types of Evidence / Artifact	Impact	Timeline (Month)
Domain 2: Systems Leadership	2a: Leverages Human and Financial Resources	<p>Designs transparent systems to equitably manage human and financial resources.</p> <p>Ensures the strategic allocation and equitable use of human and financial resources to meet instructional goals and support teacher needs.</p>	<ul style="list-style-type: none"> Documentation of how human and financial resources are utilized within the school. School budget and expenditure reports 	•	•
	2b: Ensures School Safety	<p>Reviews, analyzes and adjusts school safety and discipline plans based on school data, crisis feedback, and current regulations/mandates.</p> <p>Maintains and creates open communication processes that allow for proactive identification and intervention of potential incidents.</p> <p>Communicates to stakeholders regarding safety issues in a clear, appropriate, and timely manner.</p>	<ul style="list-style-type: none"> Reviews data with school stakeholders to refine, enhance school discipline/safety plans (meeting agendas, etc.) Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members Program agendas, faculty meeting agendas, other meeting agendas Meeting minutes, rosters, etc. Documentation of the implementation of school behavioral and safety policies and procedures Safety drill and reports Records of student assemblies Outside speakers dealing with safety issues Signed affidavits from parents and faculty indicating 	•	•

			<p>understanding and acceptance of student/faculty handbook</p> <ul style="list-style-type: none"> • Written School Safety and Behavioral Policies 		
2c: Complies with Federal, State, and LEA Mandates	<p>Designs protocols and processes in order to comply with federal, state and LEA mandates.</p> <p>Consistently complies with federal, state, and LEA mandates and all contractual agreements in a timely and complete manner.</p>	<ul style="list-style-type: none"> • Documentation of timely compliance with federal, state, and LEA mandates • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community regarding federal, state, and LEA mandates. • Program agendas, faculty meeting agendas, other meeting agendas as applicable with federal, state, and LEA mandates. • Meeting minutes, rosters, etc. 	•	•	
2d: Establishes and Implements Expectations for Students and Staff	<p>Engages students and staff members in developing expectations for learning and improved performance.</p> <p>Creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning.</p> <p>Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.</p>	<ul style="list-style-type: none"> • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community regarding high expectations for students and staff 	•	•	
2e: Communicates Effectively and Strategically	<p>Designs and utilizes a system of open communication that provides for the timely, responsible sharing of information to, from, and with staff and stakeholders.</p>	<ul style="list-style-type: none"> • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members • Documentation of efforts to 	•	•	

		Provides information in various formats in multiple ways through different media in order to ensure communication with staff and stakeholders.	inform school stakeholders on an ongoing basis.		
	2f: Manages Conflict Constructively	<p>Consistently resolves school-based problems/conflicts in a fair, democratic way.</p> <p>Provides opportunities for affected stakeholders (students, staff, and parents) to express opinions and discusses options to address discordant issues.</p> <p>Implements and reviews solutions that address discordant issues.</p>	<ul style="list-style-type: none"> • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community members regarding mediation processes, as well as agreed upon solutions. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Domain 3: Leadership for Learning

Domain	Component	Description from Rubric	Types of Evidence / Artifact	Impact	Timeline (Month)
Domain 3: Leadership for Learning	3a: Leads School Improvement Initiatives	<p>Develops a School Improvement Plan, as well as establishes clear and consistent processes and systems to:</p> <ul style="list-style-type: none"> • Implement the School Improvement Plan. • Monitor and evaluate progress toward achieving school improvement goals and student outcomes. <p>Revise school improvement goals and outcomes based on data analysis.</p>	<ul style="list-style-type: none"> • Develops and implements a school improvement plan • Documented use of school improvement team in decision-making • Agenda and meeting minutes to develop plan • Feedback from stakeholders; Quarterly updates and final summation 	•	•
	3b: Aligns Curricula, Instruction, and Assessments	<p>Consistently ensures that the LEA's curricula are implemented with fidelity throughout the school.</p> <p>Aligns curricula with assessments and instructional material.</p> <p>Engages staff in curricula planning and instruction based upon state and local assessments.</p> <p>Creates opportunities to collaboratively use data/assessments to drive instructional decisions and practices.</p>	<ul style="list-style-type: none"> • Provides documentation of resources, tools, strategies, etc. that address alignment of curricula established within the LEA with instructional and assessment practices within the school • Program agendas, faculty meeting agendas, other meeting agendas that address curricula, instruction and/or assessment issues 	•	•

	3c: Implements High Quality Instruction	<p>Consistently monitors the effectiveness of and timely feedback to professional staff in the domains of:</p> <ul style="list-style-type: none"> • Planning and Preparation. • Classroom Environment. • Instruction. • Professional Responsibilities <p>Participates in professional development activities, including inter-rater reliability, to better monitor and coach the use of effective instructional and assessment practices.</p>	<ul style="list-style-type: none"> • Documentation of the completion of professional development for teacher effectiveness and evaluation, including inter-rater reliability • Completion of evaluations within a clinical and/or differentiated supervision model 	•	•
	3d: Sets High Expectations for All Students	<p>Articulates a belief in high measurable goals for all students and staff.</p> <p>Leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling students.</p> <p>Holds every staff member responsible and accountable for ensuring that all students achieve the rigorous outcomes established for them.</p>	<ul style="list-style-type: none"> • Communication logs (emails, letters, notes regarding phone conversations, etc.) to parents, staff, students, and/or community regarding high expectations for students and staff 	•	•
	3e: Maximizes Instructional Time	<p>Implements processes and schedules in a systematic manner to protect instructional and planning time from</p>	<ul style="list-style-type: none"> • Documentation of processes that maximize planning time for teachers, while balancing 	•	•

		interruptions.	the needs of the school		
			<ul style="list-style-type: none">• Documentation of policy/practices that include steps to reduce and/or eliminate the need for announcements throughout the school day		

Domain 4: Professional and Community Leadership

Domain	Component	Description from Rubric	Types of Evidence / Artifact	Impact	Timeline (Month)
Domain 4: Professional and Community Leadership	4a: Maximizes Parent and Community Involvement and Outreach	<p>Creates systems and engages parents/ guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school.</p> <p>Collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.</p>	<ul style="list-style-type: none"> Evidence of business partners and projects involving business partners Description of parent engagement programs 	•	•
	4b: Shows professionalism	<p>Articulates and demonstrates a personal and professional code of ethics (e.g. AASA, NASSP, PAESSP).</p> <p>Displays high standards of honesty, integrity, and confidentiality in interactions with students, staff, and stakeholders.</p> <p>Actively serves students to ensure that all students receive a fair opportunity to succeed.</p>	<ul style="list-style-type: none"> Encourages involvement in professional organizations and activities Feedback from parents and community regarding actions. 	•	•

	4c: Supports Professional Growth	<p>Targets professional development toward the improvement of learning experiences, including quality of classroom instruction and the ability of teachers to meet the needs of all students.</p> <p>Plans and routinely participates in professional development focused on improving instructional programs and practices.</p>	<ul style="list-style-type: none"> • Encourages involvement in professional organizations and activities • Membership agendas, rosters, etc. • Develops teacher professional growth plans • Meeting minutes and finalized plans filed with principal • Reports membership findings to PLC • Implements Teacher Induction Plan • Induction manual and record of participation filed with principal 	•	•