



North Carolina School Executive:  
**PRINCIPAL AND  
ASSISTANT PRINCIPAL  
EVALUATION PROCESS**



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction

## Rubric for Evaluating North Carolina Principals/Assistant Principals

### Explanation of the Rubric and Performance Ratings

The following rubric was developed to align with and exemplify the North Carolina Standards for School Executives approved by the North Carolina State Board of Education in May 2008. The rubric should be used in conjunction with the standards. The rubric will be used by the principal and assistant principal for self-assessment and by the superintendent or designee to guide performance ratings on the Summary/End-of-Year Evaluation Rating Form. A form for summarizing ratings, Summary Evaluation Worksheet, is also provided. Together, these materials form the core of the North Carolina School Executive: Principal and Assistant Principal Evaluation Process.

The principal's/assistant principal's performance levels for standards 1-7 will be noted as follows:

**Developing:** Principal/assistant principal demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.

**Proficient:** Principal/assistant principal demonstrated basic competence on standard(s) of performance.

**Accomplished:** Principal/assistant principal exceeded basic competence on standard(s) of performance most of the time.

**Distinguished:** Principal/assistant principal consistently and significantly exceeded basic competence on standard(s) of performance.

**Not Demonstrated:** Principal/assistant principal did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the "Not Demonstrated" rating is used, the evaluator must comment about why it was used.)

Standards 1-7 have sub-categories of performance elements. Each element has performance descriptors. These levels of performance are cumulative across the rows of the rubric. The *Developing* principal or assistant principal may exemplify the skills expected of a principal or assistant principal who is new to the position or an experienced principal or assistant principal who is working in a new school, or who needs a new skill in order to meet the standard. A *Proficient* principal or assistant principal must exhibit the skills and knowledge described under the *Developing* leader as well as those under *Proficient*. Likewise, a *Distinguished* principal or assistant principal exhibits all of the skills and knowledge described for that element across the row. Occasionally, a principal or assistant principal might not demonstrate evidence of proficiency on a particular element. In that case, the *Not Demonstrated* column should be selected. This column may also be used to document evidence that a principal or assistant principal is performing at a level below expectations or below standard. If that column is chosen, then a comment must be made as to why it was selected.

## Rubric for Evaluation and Self-Assessment (Required)

This form **must** be completed by the principal/assistant principal as part of the self-assessment process *and* by the superintendent/designee in preparation for the summary/end-of-year evaluation conference.

### Standard I: Strategic Leadership

Principals/assistant principals will create conditions that result in strategically re-imagining the school’s vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

<b>Element Ia. School Vision, Mission and Strategic Goals:</b> The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Develops his/her own vision of the changing world in the 21<sup>st</sup> century that schools are preparing children to enter</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leads and implements a process for developing a shared vision and strategic goals for student achievement that reflect high expectations for students and staff</li> <li><input type="checkbox"/> Maintains a focus on the vision and strategic goals throughout the school year</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Creates with stakeholders a vision for the school that captures peoples’ attention and imagination</li> <li><input type="checkbox"/> Designs and implements collaborative processes to collect and analyze data about the school’s progress for the periodic review and revision of the school’s vision, mission, and strategic goals</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that the school’s identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school</li> <li><input type="checkbox"/> Initiates changes to vision and goals based on data to improve performance, school culture and school success</li> </ul>	
<b>Element Ib. Leading Change:</b> The principal/assistant principal articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies changes necessary for the improvement of student learning</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Systematically considers new and better ways of leading for improved student achievement and engages stakeholders in the change process</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adapts/varies leadership style according to the changing needs of the school and community</li> <li><input type="checkbox"/> Is comfortable with major changes in implementing processes and accomplishing tasks</li> <li><input type="checkbox"/> Routinely and systematically communicates the impacts of change processes to all stakeholders</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is a driving force behind major initiatives that help students acquire 21<sup>st</sup> century skills</li> <li><input type="checkbox"/> Systematically challenges the status quo by leading change with potentially beneficial outcomes</li> </ul>	

**Element Ic. School Improvement Plan:** The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands statutory requirements regarding the School Improvement Plan</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitates the collaborative development of the annual School Improvement Plan to realize strategic goals and objectives</li> <li><input type="checkbox"/> Uses the NC Teacher Working Conditions Survey and other data sources to develop the framework for the School Improvement Plan</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitates the successful execution of the School Improvement Plan aligned to the mission and goals set by the State Board of Education, the local Board of Education</li> <li><input type="checkbox"/> Systematically collects, analyzes, and uses data regarding the school's progress toward attaining strategic goals and objectives</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporates principles of continuous improvement and creative 21<sup>st</sup> century concepts for improvement into the School Improvement Plan</li> </ul>	

**Element Id. Distributive Leadership:** The principal/assistant principal creates and utilizes processes to distribute leadership and decision making throughout the school.

<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks input from a variety of stakeholder groups, including teachers and parents/guardians</li> <li><input type="checkbox"/> Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the school</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Involves parents/guardians, the community, and staff members in decisions about school governance, curriculum and instruction.</li> <li><input type="checkbox"/> Provides leadership development activities for staff members</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that parents/guardians, community members and staff members have autonomy to make decisions and supports the decisions made as a part of the collective decision-making process</li> <li><input type="checkbox"/> Creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages staff members to accept leadership responsibilities outside of the school building</li> <li><input type="checkbox"/> Incorporates teachers and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers</li> </ul>	
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Comments

**Examples of Artifacts:**

- School Improvement Plan
- NC Teacher Working Conditions Survey
- Evidence of School Improvement Team
- Student achievement and testing data
- Statement of school vision, mission, values, beliefs and goals
- Evidence of stakeholder involvement in development of vision, mission, value, belief and goal statements

- Evidence of shared decision making and distributed leadership
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**Standard II: Instructional Leadership**

Principals/assistant principals set high standards for the professional practice of 21st century instruction and assessment that result in a no-nonsense accountable environment. They must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work, and the sharing of this work throughout the professional community.

**Element IIa. Focus on Learning and Teaching, Curriculum, Instruction and Assessment:** The principal/assistant principal leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Collects and analyzes student assessment data in adherence with instructional and legal requirements</li> <li><input type="checkbox"/> Provides students access to a variety of 21<sup>st</sup> century instructional tools, including technology</li> </ul>	<p style="text-align: center;">. . . and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Systematically focuses on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning</li> <li><input type="checkbox"/> Organizes targeted opportunities for teachers to learn how to teach their subjects well</li> <li><input type="checkbox"/> Ensures that students are provided opportunities to learn and utilize best practices in the integrated use of 21<sup>st</sup> century instructional tools, including technology, to solve problems</li> </ul>	<p style="text-align: center;">. . . and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that the alignment of learning, teaching, curriculum, instruction, and assessment is focused to maximize student learning</li> <li><input type="checkbox"/> Creates a culture that it is the responsibility of all staff to make sure that all students are successful</li> </ul>	<p style="text-align: center;">. . . and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning community</li> <li><input type="checkbox"/> Encourages and challenges staff to reflect deeply on, and define, what knowledge, skills and concepts are essential to the complete educational development of students</li> </ul>	

**Element IIb. Focus on Instructional Time:** The principal/assistant principal creates processes and schedules which protect teachers from disruption of instructional or preparation time.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the need for teachers to have daily planning time and duty-free lunch periods</li> <li><input type="checkbox"/> Is knowledgeable of designs for age-appropriate school schedules which address the learning needs of diverse student populations</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adheres to legal requirements for planning and instructional time</li> <li><input type="checkbox"/> Develops a master schedule to maximize student learning by providing for individual and on-going collaborative planning for every teacher</li> <li><input type="checkbox"/> Designs scheduling processes and protocols that maximize staff input and address diverse student learning needs</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that teachers have the legally required amount of daily planning and lunch periods</li> <li><input type="checkbox"/> Routinely and conscientiously implements processes to protect instructional time from interruptions</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structures the school schedule to enable all teachers to have individual and team collaborative planning time</li> <li><input type="checkbox"/> Systematically monitors the effect of the master schedule on collaborative planning and student achievement</li> <li><input type="checkbox"/> Ensures that district leadership is informed of the amounts and scheduling of individual and team planning time</li> </ul>	

**Comments**

**Examples of Artifacts:**

- School Improvement Plan
- NC Teacher Working Conditions Survey
- Student achievement and testing data
- Student drop-out data
- Documented use of formative assessment instruments to impact instruction
- Development and communication of goal-oriented personalized education plans for identified students
- Evidence of team development and evaluation of classroom lessons

- Use of research-based practices and strategies in classrooms
- Master school schedule documenting individual and collaborative planning for every teacher

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- \_\_\_\_\_
- \_\_\_\_\_

### Standard III: Cultural Leadership

Principals/assistant principals will understand and act on the understanding of the important role a school’s culture plays in contributing to the exemplary performance of the school. Principals/assistant principals must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A principal/assistant principal must be able to “re-culture” the school if needed to align with school’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school’s efforts to achieve individual and collective goals.

<b>Element IIIa. Focus on Collaborative Work Environment:</b> The principal/assistant principal understands and acts on the understanding of the positive role that a collaborative work environment can play in the school’s culture.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands characteristics of a collaborative work environment within the school</li> <li><input type="checkbox"/> Understands the importance of data gained from the Teacher Working Conditions Survey and other data sources from parents, students, teachers and stakeholders that reflect on the teaching and learning environment within the school.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Designs elements of a collaborative and positive work environment within the school</li> <li><input type="checkbox"/> Participates in and relies upon the School Improvement Team and other stakeholder voices to make decisions about school policies</li> <li><input type="checkbox"/> Utilizes data gained from the Teacher Working Conditions Survey and other sources to understand perceptions of the work environment</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Utilizes a collaborative work environment predicated on site-based management and decision making, a sense of community, and cooperation within the school</li> <li><input type="checkbox"/> Monitors the implementation and response to school policies and provides feedback to the School Improvement Team for their consideration</li> <li><input type="checkbox"/> Initiates changes resulting from data gained from the Teacher Working Conditions Survey and other sources</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes a collaborative work environment which promotes cohesion and cooperation among staff</li> <li><input type="checkbox"/> Facilitates the collaborative (team) design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge and skills</li> </ul>	
<b>Element IIIb. School Culture and Identity:</b> The principal/assistant principal develops and uses shared vision, values and goals to define the identity and culture of the school.				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the importance of developing a shared vision, mission, values, beliefs and goals to establish a school culture and identity</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Systematically develops and uses shared values, beliefs and a shared vision to establish a school culture and identity</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes a culture of collaboration, distributed leadership and continuous improvement in the school which guides the disciplined thought and action of all staff and students</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that the school’s identity and changing culture (vision, mission, values, beliefs and goals) actually drives decisions and informs the culture of the school</li> </ul>	

<b>Element IIIc. Acknowledges Failures; Celebrates Accomplishments and Rewards:</b> The principal/assistant principal acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Recognizes the importance of acknowledging failures and celebrating accomplishments of the school and staff	. . . and <input type="checkbox"/> Uses established criteria for performance as the primary basis for reward and advancement	. . . and <input type="checkbox"/> Systematically recognizes individuals for reward and advancement based on established criteria <input type="checkbox"/> Recognizes individual and collective contributions toward attainment of strategic goals	. . . and <input type="checkbox"/> Utilizes recognition, reward, and advancement as a way to promote the accomplishments of the school <input type="checkbox"/> Utilizes recognition of failure as an opportunity to improve	

<b>Element IIId. Efficacy and Empowerment:</b> The principal/assistant principal develops a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance.				
<input type="checkbox"/> Understands the importance of building a sense of efficacy and empowerment among staff <input type="checkbox"/> Understands the importance of developing a sense of well-being among staff, students and parents/guardians	. . . and <input type="checkbox"/> Identifies strategies for building a sense of efficacy and empowerment among staff <input type="checkbox"/> Identifies strategies for developing a sense of well-being among staff, students and parents/guardians	. . . and <input type="checkbox"/> Utilizes a variety of activities, tools and protocols to develop efficacy and empowerment among staff <input type="checkbox"/> Actively models and promotes a sense of well-being among staff, students and parents/guardians	. . . and <input type="checkbox"/> Builds a sense of efficacy and empowerment among staff that results in increased capacity to accomplish substantial outcomes <input type="checkbox"/> Utilizes a collective sense of well-being among staff, students and parents/guardians to impact student achievement	

**Comments**

**Examples of Artifacts:**

- School Improvement Plan
- School Improvement Team
- NC Teacher Working Conditions Survey
- Evidence of shared decision making and distributed leadership
- Recognition criteria and structure utilized
- Documented use of School Improvement Team in

- decision making
- Student achievement and testing data
- Existence and work of professional learning communities
- Teacher retention data
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



### Standard IV: Human Resource Leadership

Principals/assistant principals will ensure that the school is a professional learning community. Principals/assistant principals will ensure that process and systems are in place which results in recruitment, induction, support, evaluation, development and retention of high performing staff. The principal/assistant principal must engage and empower accomplished teachers in a distributive manner, including support of teachers in day-to-day decisions such as discipline, communication with parents/ guardians, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluations of teachers. The principal/assistant principal must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

<b>Element IVa. Professional Development/Learning Communities:</b> The principal/assistant principal ensures that the school is a professional learning community.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the importance of developing effective professional learning communities and results-oriented professional development</li> <li><input type="checkbox"/> Understands the importance of continued personal learning and professional development</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides structures for, and implements the development of effective professional learning communities and results-oriented professional development</li> <li><input type="checkbox"/> Routinely participates in professional development focused on improving instructional programs and practices</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitates opportunities for effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that professional development within the school is aligned with curricular, instructional, and assessment needs, while recognizing the unique professional development needs of individual staff members</li> </ul>	
<b>Element IVb. Recruiting, Hiring, Placing and Mentoring of staff:</b> The principal/assistant principal establishes processes and systems in order to ensure a high-quality, high-performing staff.				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the school's need to recruit, hire, appropriately place, and mentor new staff members</li> </ul>	<p>... and</p> <p>At the school level, creates and implements processes for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recruiting new teachers and staff</li> <li><input type="checkbox"/> Hiring new teachers and staff</li> <li><input type="checkbox"/> Placing new teachers and staff</li> <li><input type="checkbox"/> Mentoring new teachers and staff</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supports, mentors and coaches staff members who are new or emerging leaders or who need additional support</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continuously searches for staff with outstanding potential as educators and provides the best placement of both new and existing staff to fully benefit from their strengths in meeting the needs of a diverse student population</li> <li><input type="checkbox"/> Ensures that professional development is available for staff members with potential to serve as mentors and coaches</li> </ul>	

**Element IVc. Teacher and Staff Evaluation:** The principal/assistant principal evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Adheres to legal requirements for teacher and staff evaluation	. . . and <input type="checkbox"/> Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice  <input type="checkbox"/> Implements district and state evaluation policies in a fair and equitable manner	. . . and <input type="checkbox"/> Utilizes multiple assessments to evaluate teachers and other staff members  <input type="checkbox"/> Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve instructional practice	. . . and <input type="checkbox"/> Analyzes the results of teacher and staff evaluations holistically and utilizes the results to direct professional development opportunities in the school	

**Comments**

**Examples of Artifacts:**

- School Improvement Plan
- NC Teacher Working Conditions Survey
- Student achievement and testing data
- Teacher retention data
- National Board Certification
- Teacher professional growth plans
- Master school schedule documenting individual and collaborative planning for every teacher
- Number of National Board Certified Teachers
- Number of teachers pursuing advanced degrees
- Record of professional development provided staff
- Impact of professional development on student learning
- Mentor records and beginning teacher feedback
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Standard V: Managerial Leadership

Principals/assistant principals will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. The principal/assistant principal must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decision so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of everyday life is critical for staff to be able to focus its energy on improvement.

<b>Element Va. School Resources and Budget:</b> The principal/assistant principal establishes budget processes and systems which are focused on, and result in, improved student achievement.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Is knowledgeable of school budget and accounting procedures</li> <li><input type="checkbox"/> Utilizes input from staff to establish funding priorities and a balanced operational budget for school programs and activities</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporates the input of the School Improvement Team in budget and resource decisions</li> <li><input type="checkbox"/> Uses feedback and data to assess the success of funding and program decisions</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Designs transparent systems to equitably manage human and financial resources</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures the strategic allocation and equitable use of financial resources to meet instructional goals and support teacher needs</li> </ul>	
<b>Element Vb. Conflict Management and Resolution:</b> The principal/assistant principal effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement.				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates awareness of potential problems and/or areas of conflict within the school</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Creates processes to resolve problems and/or areas of conflict within the school</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Resolves school-based problems/conflicts in a fair, democratic way</li> <li><input type="checkbox"/> Provides opportunities for staff members to express opinions contrary to those of authority or in relation to potentially discordant issues</li> <li>⑨ Discusses with staff and implements solutions to address potentially discordant issues</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected</li> <li><input type="checkbox"/> Resolves conflicts to ensure the best interest of students and the school result</li> </ul>	
<b>Element Vc. Systematic Communication:</b> The principal/assistant principal designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the importance of open, effective communication in the operation of the school</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community</li> <li><input type="checkbox"/> Routinely involves the school improvement team in school wide communications processes</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Utilizes a system of open communication that provides for the timely, responsible sharing of information within the school community</li> <li><input type="checkbox"/> Provides information in different formats in multiple ways through different media in order to ensure communication with all members of the community</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that all community stakeholders and educators are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals</li> </ul>	

**Element Vd. School Expectations for Students and Staff:** The principal/assistant principal develops and enforces expectations, structures, rules and procedures for students and staff.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the importance of clear expectations, structures, rules and procedures for students and staff</li> <li><input type="checkbox"/> Understands district and state policy and law related to student conduct, etc.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaboratively develops clear expectations, structures, rules and procedures for students and staff through the School Improvement Team</li> <li><input type="checkbox"/> Effectively implements district rules and procedures</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Systematically monitors issues around compliance with expectations, structures, rules and expectations. Utilizes staff and student input to resolve such issues</li> <li><input type="checkbox"/> Regularly reviews the need for changes to expectations, structures, rules and expectations</li> </ul>	

**Comments**

**Examples of Artifacts:**

- School Improvement Plan
- NC Teacher Working Conditions Survey
- School financial information
- School safety and behavioral expectations
- Master school schedule documenting individual and collaborative planning for every teacher
- Evidence of formal and informal systems of communication

- Dissemination of clear norms and ground rules
- Evidence of ability to confront ideological conflict and then reach consensus
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- \_\_\_\_\_
- \_\_\_\_\_

### Standard VI: External Development Leadership

Principals/assistant principals will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but, in fact, build community, the leader proactively creates with staff, opportunities for parents/guardians, community and business representatives to participate as “stockholders” in the school such that continued investment of resources and good will are not left to chance.

**Element VIa. Parent and Community Involvement and Outreach:** The principal/assistant principal designs structures and processes which result in parent and community engagement, support and ownership for the school.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Interacts with, and acknowledges that parents/guardians and community members have a critical role in developing community engagement, support and ownership of the school</li> <li><input type="checkbox"/> Identifies the positive, culturally-responsive traditions of the school and community</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Proactively creates systems that engage parents/ guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implements processes that empower parents/guardians and all community stakeholders to make significant decisions</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Proactively develops relationships with parents/guardians and the community so as to develop good will and garner fiscal, intellectual and human resources that support specific aspects of the school's learning agenda</li> </ul>	

**Element VIb. Federal, State and District Mandates:** The principal/assistant principal designs protocols and processes in order to comply with federal, state, and district mandates.

<ul style="list-style-type: none"> <li><input type="checkbox"/> Is knowledgeable of applicable federal, state and district mandates</li> <li><input type="checkbox"/> Is aware of district goals and initiatives directed at improving student achievement</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Designs protocols and processes to comply with federal, state and district mandates</li> <li><input type="checkbox"/> Implements district initiatives directed at improving student achievement</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures compliance with federal, state and district mandates</li> <li><input type="checkbox"/> Continually assesses the progress of district initiatives and reports results to district-level decision makers.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interprets federal, state and district mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school</li> <li><input type="checkbox"/> Actively participates in the development of district goals and initiatives directed at improving student achievement</li> </ul>	
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**Comments**

**Examples of Artifacts:**

- Parent involvement in School Improvement Team
- NC Teacher Working Conditions Survey
- PTSA/Booster club operation and participation
- Parent survey results
- Evidence of business partners and projects involving business partners
- Plan for shaping the school’s image throughout the community
- Evidence of community support
- Number and use of school volunteers
- \_\_\_\_\_
- \_\_\_\_\_

### Standard VII: Micro-political Leadership

Principals/assistant principals will build systems and relationships that utilize the staff’s diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence in order to realize the school’s vision for success. The principal/assistant principal will also creatively employ an awareness of staff’s professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision making.

**School Executive Micro-political Leadership:** The principal/assistant principal develops systems and relationships to leverage staff expertise and influence in order to influence the school’s identity, culture and performance.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Maintains high visibility and is easily accessible throughout the school	. . . and <input type="checkbox"/> Is aware of the expertise, power and influence of staff members, and demonstrates sensitivity to their personal and professional needs	. . . and <input type="checkbox"/> Builds systems and relationships that utilize the staff's diversity, ideological differences and expertise to realize the school's goals	. . . and <input type="checkbox"/> Creatively employs an awareness of staff's professional needs, issues and interests to build cohesion and to facilitate distributed governance and shared decision-making	

**Comments**

**Examples of Artifacts:**

- NC Teacher Working Conditions Survey
- Teacher retention data
- Evidence of visibility and accessibility
- Evidence of shared decision making and distributed leadership

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Directions for Completing the Rubric

### Completing the Rubric for Self-Assessment

The principal or assistant principal will complete a self-assessment by checking performance descriptors of each of the elements of the rubric. The self-assessment is a personal reflection about one's professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, to guide discussions about goal-setting and professional development and program needs, and to provide input to the final, end-of-year ratings. The principal or assistant principal should complete the rubric by checking descriptors that characterize strengths and consider descriptors that have not been checked as areas of improvement. The principal or assistant principal shall measure his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

### Completing the Rubric and Summary/End-of-Year Evaluation Rating Form for Evaluation

To begin the end-of-year evaluation, the superintendent/designee should first complete the rubric. To prepare for completing the rubric, the evaluator should review information from the evaluation process. To complete the Rubric for Evaluating North Carolina Principals/Assistant Principals, the evaluator should begin with the left-hand column and mark each descriptor that describes performance during the period for which the principal or assistant principal is being evaluated. If the evaluator is not able to mark any of the descriptors, the "Not Demonstrated" column is used. In such a case, the evaluator must write a comment about why the principal or assistant principal was not able to demonstrate proficiency on the element.

After the descriptors in the rubric have been checked, each element within a standard can be scored on the Summary/End-of-Year Evaluation Rating Form. Then an overall rating can be documented for the standard. For example, Standard 1: Strategic Leadership has four elements: a) School Vision, Mission and Strategic Goals; b) Leading Change; c) School Improvement Plan; and d) Distributive Leadership. The rating for each element is the lowest rating for which all descriptors are marked. As illustrated in the example on pages 38-39, the principal or assistant principal would be rated as "Proficient" on School Vision, Mission and Strategic Goals even though at least one descriptor for "Accomplished" and "Distinguished" was marked. This is because "Proficient" is the lowest rating for which all descriptors were marked. Likewise, the principal or assistant principal would be rated as "Proficient" on Leading Change, "Developing" on School Improvement Plan, and "Developing" on Distributive Leadership. This would result in an overall rating of "Proficient" for Standard 1 because of the number of marked items in the "Accomplished" and "Distinguished" columns.

When a principal or assistant principal is rated as "Developing" or "Not Demonstrated," the superintendent or designee should strongly encourage the development of a goal to address the area(s) where proficiency has not been reached.

## Example of How to Complete the Rubric

This form **must** be completed by the principal/assistant principal as part of the self-assessment process *and* by the superintendent/designee in preparation for the summary/end-of-year evaluation conference.

### Standard I: Strategic Leadership

Principals/assistant principals will create conditions that result in strategically re-imagining the school’s vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

<b>Element Ia. School Vision, Mission and Strategic Goals:</b> The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input checked="" type="checkbox"/> Develops his/her own vision of the changing world in the 21st century that schools are preparing children to enter	... and <input checked="" type="checkbox"/> Leads and implements a process for developing a shared vision and strategic goals for student achievement that reflect high expectations for students and staff  <input checked="" type="checkbox"/> Maintains a focus on the vision and strategic goals throughout the school year	... and <input type="checkbox"/> Creates with stakeholders a vision for the school that captures peoples’ attention and imagination  <input checked="" type="checkbox"/> Designs and implements collaborative processes to collect and analyze data about the school's progress for the periodic review and revision of the school's vision, mission, and strategic goals	... and <input type="checkbox"/> Ensures that the school's identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school  <input checked="" type="checkbox"/> Initiates changes to vision and goals based on data to improve performance, school culture and school success	
<b>Element Ib. Leading Change:</b> The principal/assistant principal articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.				
<input checked="" type="checkbox"/> Identifies changes necessary for the improvement of student learning	... and <input checked="" type="checkbox"/> Systematically considers new and better ways of leading for improved student achievement and engages stakeholders in the change process	... and <input type="checkbox"/> Adapts/varies leadership style according to the changing needs of the school and community  <input checked="" type="checkbox"/> Is comfortable with major changes in implementing processes and accomplishing tasks  <input checked="" type="checkbox"/> Routinely and systematically communicates the impacts of change processes to all stakeholders	... and <input type="checkbox"/> Is a driving force behind major initiatives that help students acquire 21 <sup>st</sup> century skills  <input checked="" type="checkbox"/> Systematically Challenges the status quo by leading change with potentially beneficial outcomes	



**Element Ic. School Improvement Plan:** The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Understands statutory requirements regarding the School Improvement Plan</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitates the collaborative development of the annual School Improvement Plan to realize strategic goals and objectives</li> <li><input checked="" type="checkbox"/> Uses the NC Teacher Working Conditions Survey and other data sources to develop the framework for the School Improvement Plan</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitates the successful execution of the School Improvement Plan aligned to the mission and goals set by the State Board of Education, the local Board of Education</li> <li><input checked="" type="checkbox"/> Systematically collects, analyzes, and uses data regarding the school's progress toward attaining strategic goals and objectives</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Incorporates principles of continuous improvement and creative 21<sup>st</sup> century concepts for improvement into the School Improvement Plan</li> </ul>	

**Element Id. Distributive Leadership:** The principal/assistant principal creates and utilizes processes to distribute leadership and decision making throughout the school.

<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Seeks input from a variety of stakeholder groups, including teachers and parents/guardians</li> <li><input checked="" type="checkbox"/> Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the school</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Involves parents/guardians, the community, and staff members in decisions about school governance, curriculum and instruction.</li> <li><input checked="" type="checkbox"/> Provides leadership development activities for staff members</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that parents/guardians, community members and staff members have autonomy to make decisions and supports the decisions made as a part of the collective decision-making process</li> <li><input checked="" type="checkbox"/> Creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages staff members to accept leadership responsibilities outside of the school building</li> <li><input checked="" type="checkbox"/> Incorporates teachers and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers</li> </ul>	
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Comments