# Aspire Principal Performance Criteria: Instructional Leadership

|  | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| Maintains school-wide focus on high standards of student achievement | Spends excessive time and energy on issues unrelated to student achievement; fails to focus self or others on student learning | Consistently speaks of high standards of student achievement as the focus of the school | Establishes and continually reinforces high standards of student learning as the central mission of the school through both words and actions | Is consistent and unrelenting in reinforcing the highest standards of student learning as the central mission of the school, modeling that focus in all activities |
| Is knowledgeable of effective teaching, including curriculum standards, curriculum design and learning theory | Does not understand effective teaching; does not use this information in coaching teachers | Is aware of effective teaching and occasionally attempts to incorporate it in conversations with staff | Understands effective teaching; uses this information in guiding classroom instruction | Possesses a deep knowledge of effective instruction; is able to help others make the link between effective instruction and their day-to-day practice |
| Models Aspire instructional guidelines | Does not understand Aspire instructional guidelines; does not use them in coaching teachers | Is aware of Aspire instructional guidelines and occasionally attempts to use them in coaching teachers | Understands Aspire instructional guidelines and regularly reinforces them in coaching teachers | Thoroughly understands the nuances of Aspire instructional guidelines; models and reinforces their consistent implementation |
| Uses data to increase student achievement | Does not use data in making decisions or coaching teachers; does not make data available to staff | Periodically reviews data provided by the state or Home Office; reviews and discusses school-wide data with staff; understands and can explain the function of the Balanced Scorecard | Sets goals; analyzes a wide range of student and teacher data; aggregates and disaggregates data; trains staff to collect and use data on a regular basis to improve teaching in the school; uses Balanced Scorecard as a framework for communicating data; uses Edusoft regularly as a tool to manage Cycle of Inquiry | Incorporates the use of data into the daily life of the school, consistently tracking and analyzing a variety of metrics against goals to continually improve teaching in the school; analyzes data in aggregate and by subgroups; uses Balanced Scorecard to reinforce school goals and guide daily activities; uses Edusoft |

| | | | | in a sophisticated way to manage Cycle of Inquiry |
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# Aspire Principal Performance Criteria: Instructional Leadership

|  | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| Creates a strong learning culture that communicates "college for certain" | Does not discuss or refer to the vision of the school. Student behavior is not reflective of a "college for certain" culture and a school student discipline policy is handled inconsistently or not at all. School environment does not feel safe and respectful. No artifacts reflect the vision. | Little time is spent sharing the vision. School's student discipline policy is implemented with consistency but student behavior is orderly most of the time. School environment feels safe and respectful but not academically rigorous. Few artifacts reflect the "college for certain" culture. | Periodic discussion focuses the community on the vision. Student behavior is generally reflective of a "college for certain" culture. School environment feels safe and respectful, and is academically oriented. Artifacts consistently reflect the college culture | Vision is shared by all constituents and frequently referenced. Student behavior is consistently reflective of an effective learning community. School environment is not only safe and respectful, but also reflects a rigorous academic focus. Creative artifacts communicate with all constituents about going to college. |
| Uses teacher observations and feedback to increase student achievement | Spends very little time in classrooms observing teachers teaching; spends majority of time in the office; or observes teachers but does not follow-up with discussions with teachers. | Spends enough time in classrooms to observe and provide informal feedback for most teachers at least monthly. Provides all teachers with written feedback about observations during formal evaluations. | Maintains a regular schedule of classroom observations, spending at least one hour per day in classroom, so that each teacher is informally but substantively observed at least weekly during the school year. Provides teachers with timely written feedback about observations in a way that is aligned with Aspire educator performance rubric. | Maintains a regular schedule of classroom observations, so that all teachers are substantively observed at weekly during the school year. Observation times and topics are geared to educators' personal development goals. Uses a variety of formal and informal methods to provide teachers with timely feedback (written and verbal) about observations. Explicitly links observations to educators' personalized learning plans, Aspire educator performance rubric, school goals, and student achievement data in a |

| | | | | continuous way. |
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# Aspire Principal Performance Criteria: People Management

| | Unsatisfactory | Basic | Proficient | Distinguished |
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| Attracts and selects top performers | Identifies or selects candidates based on inappropriate criteria; does not use a sound and consistent process for hiring | Relies on Aspire-wide advertising to attract candidates; uses Aspire criteria and process to select staff | Uses multiple channels to identify and recruit strong candidates; consistently uses Aspire criteria and process to select staff | Proactively uses multiple channels to identify and recruit top performers for Aspire beyond own school site; selects staff that represent a balanced mix of strengths and styles |
| Identifies and provides appropriate professional development opportunities | Does not work with staff on their professional growth needs; discourages staff members who seek out professional development opportunities; does not understand adult learning theory | Identifies professional development needs for each staff member; transfers own knowledge and skills; informs staff of other known development opportunities; applies little adult learning theory | Works with each individual staff member to create a personalized professional development plan that fits with adult learning theory; provides timely feedback; transfers own knowledge and skills; seeks out additional learning options when one is not readily available | Creates a culture of continual learning for all staff members; using personalized professional development plans, ongoing feedback, and own knowledge and skills effectively; actively seeks out learning opportunities for staff;  understands and uses adult learning theory |
| Builds a collaborative, well-functioning team | Does not promote collaborative behavior among staff members; allows strong individuals to derail productive group work | Encourages staff to collaborate; deals with internal conflict adequately | Enables frequent collaboration among staff members; uses individuals' strengths effectively; addresses conflict skillfully | Creates a culture of collaboration and mutual support; uses individuals' strengths effectively; builds employee skills in team-building |
| Communicates well with staff | Does not convey information to staff in a timely manner; is a poor listener; does not express ideas clearly | Disseminates clear, concise information in a timely manner using appropriate media; demonstrates attention to others' comments | Disseminates clear, concise information in a timely manner using appropriate media; targets communication to suit the audience; actively listens | Models effective two-way communication; is able to inspire as well as convey information |
| Gathers input, collaborates, and provides leadership opportunities as | Is completely authoritarian or provides no leadership at all; does not make leadership | Attempts to use different leadership approaches depending on the situation; understands the | Uses a number of leadership strategies skillfully; consistently exercises good judgment | Uses a variety of leadership strategies wisely; consistently exercises good judgment |

| appropriate | decisions based on the situation | strengths and drawbacks of different approaches; provides some leadership opportunities | about the appropriate management strategy to use;  allows most staff an opportunity to lead | about management strategies; delegates and collaborates as a way to train and motivate new leaders |

# Aspire Principal Performance Criteria: People Management

| | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| Holds employees accountable for results | Resists discussing results and metrics with staff members; reviews employee performance haphazardly or subjectively; rarely uses observations to improve instruction | Reviews school-wide results with staff and creates action plans accordingly; reviews employees objectively; conducts formal evaluations for most employees according to schedule (goal setting at beginning of year, mid-year conference, end–of-year evaluation) | Reviews student results with individual employees thoroughly and objectively on a regular basis; creates and follows up on individual action plans; conducts formal evaluations for all employees according to schedule (goal setting at beginning of year, mid-year conference, end–of-year evaluation) in way that is aligned with Aspire education performance rubric | Creates a culture of accountability; engages staff in analyzing results and creating action plans; makes personnel decisions appropriately; conducts formal evaluations for all employees according to schedule (goal setting at beginning of year, mid-year conference, end–of-year evaluation); provides ongoing informal feedback to employees in a way that is linked to educators' personalized learning plans, Aspire educator performance rubric, school goals, and student achievement data in a continuous way. |
| Recognizes and rewards individual and group behavior | Overlooks opportunities for reward and celebration; focuses on the negative | Recognizes good work with occasional celebrations | Uses a variety of approaches to recognize and reward desired actions at the individual and group level | Systematically reinforces Aspire and school values by thoughtfully using a variety of approaches to reward individual and group behaviors |

# Aspire Principal Performance Criteria: Resource Management

|  | Unsatisfactory | Basic | Proficient | Distinguished |
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| Maintains a balanced budget | Does not understand the basics of budget management; does not make an effort to learn | Understands basic principles of budget management; makes good budget decisions with the support of Home Office | Understands finance and accounting principles; finds ways to increase revenues and decrease costs as much as possible | Understands finance and accounting at an advanced level; finds creative ways to maximize revenue or minimize costs; works with staff and community to match priorities with spending |
| Manages time & priorities effectively | Is completely reactive; acts mostly in response to crisis; fails to spend time on the school's core mission | Makes a deliberate effort to spend time on the most mission-critical activities | Organizes time around the school's goals; is efficient taking care of lower priority items | Organizes the way time is spent throughout the school to ensure a focus on the school and organization's goals; ensures that time is well-spent by all staff |
| Establishes effective systems for school operations | Fails to establish any systems for school operations (e.g. attendance, discipline); activities that should be routine are cumbersome & frustrating for site staff; lack of systems causes frequent interruptions to education program | Establishes functioning systems for school operations; routine activities usually get done with minimal hassle and disruption; school staff understand and consistently execute their appropriate roles | Establishes effective and efficient systems for school operations; routine activities are always completed quickly and easily | Establishes effective and efficient systems for school operations; routine activities are always completed quickly and easily; consistently finds ways to make activities more efficient and effective |
| Adheres to Aspire policies and protocols | Fails to follow Aspire policies and protocols in financial management (including attendance tracking, purchasing, payables/receivables, expense reimbursement, use of credit cards) and info mgmt | Follows Aspire policy and protocol diligently | Follows Aspire policy and protocol diligently and trains staff to do the same | Follows Aspire policy and protocol diligently; trains staff to understand and follow protocol; supports Home Office in refining and communicating policies |
| Anticipates long term needs and plans ahead | Is reactive or focused on short-term; creates crises or shortages because of poor planning | Recognizes 1-2 obvious needs beyond the immediate school year and works with Home Office to address those needs; anticipates budgetary problems | Identifies long-term needs based on school priorities and makes spending decisions accordingly (including, if necessary, short-term sacrifices); anticipates budget | Works with school community to identify long-term priorities and spending decisions accordingly; anticipates problems and creates alternatives; understands organization-wide needs beyond school and |

| | | before they occur | problems long before they occur | supports Aspire in achieving long-term objectives |
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| Maintains safe facilities that support student learning | Does little to maintain or improve the facility or the use of space | Does a minimum of maintenance; Responds to unsafe conditions | Looks for ways to improve the facility; seeks input from staff to improve safety and use of space | Creatively upgrades and maintains the facility to reflect a learning community; solves potential safety problems early |

# Aspire Principal Performance Criteria: Community Leadership

| | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| Engages parents in their students' school experience | Fails to communicate with parents about school events and opportunities for engagement; is adversarial or negative in dealing with parents; does not convene an Advisory School Council | Regularly communicates with parents about school events and encourages volunteerism through a school-wide newsletter; is professional in interactions with parents; encourages teachers to engage parents; convenes the ASC periodically | Uses a variety of media to communicate with parents about events and opportunities for involvement; is consistently positive and supportive with parents; gives teachers suggestions for parent engagement; regularly convenes ASC on routine action items | Uses a variety of media to communicate with parents about events and opportunities for involvement; creates school systems to ensure the engagement of all parents; uses the ASC to solve issues within the school community |
| Works collaboratively with sponsoring district and neighborhood schools | Fails to communicate with sponsoring district staff; is adversarial in dealing with sponsoring district or neighborhood schools | Diligently responds to requests for information from sponsoring district staff and neighborhood schools | Proactively reaches out to district and neighborhood schools to establish harmonious relationships | Proactively reaches out to district and neighborhood schools to establish harmonious relationships; takes a leadership role in the local education community |
| Develops positive relationships with community groups and leaders | Fails to communicate with local community groups; is adversarial in dealing with requests from the community; isolates the school | Diligently responds to requests from community groups; solicits support from key community groups and leaders | Proactively reaches out to local community groups and leaders and engages them in the work of the school | Proactively reaches out to local community groups and leaders and inspires them; takes a leadership role in the development of the community |
| Is an advocate for Aspire in the community | Is negative about the organization | Is positive about Aspire when provided an opportunity to speak; clearly articulates Aspire's core vision, mission and values | Finds opportunities to speak positively about Aspire; clearly articulates Aspire's core vision, mission, values, and strategies | Inspires support for Aspire through own enthusiasm; is evangelical about Aspire's work; clearly articulates Aspire's core vision, mission, values, and strategies |

# Aspire Principal Performance Criteria: Problem-Solving

|  | Unsatisfactory | Basic | Proficient | Distinguished |
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| Acts in a principle-centered way | Makes decisions in an unethical way with little thought to broader consequences; displays a lack of personal integrity | Refers to Aspire or personal values in making decisions; is thoughtful about setting a good example | Consistently behaves in a way consistent with Aspire values; displays a high degree of personal integrity | Unerringly models Aspire values and personal integrity |
| Makes good decisions | Makes irrational decisions in an uninformed, careless way | Consistently collects and analyzes data, considers alternatives, predicts and evaluates consequences, and takes appropriate action | Consistently makes sound decisions; uses a rational decision-making process; informs and engages others effectively and appropriately | Makes excellent decisions using a good process even under unusual pressure |
| Demonstrates initiative and follow-through utilizing data | Is completely reactive; is unwilling to do more than the bare minimum; fails to follow-through with commitments; fails to anticipate obvious obstacles and denies obvious early signs of problems | Takes initiative to respond to problems or obstacles; follows through diligently with plans and promises; recognizes early signs of problems through the use of data and creates short term plans to address problems | Creates and implements short plans, long-term plans and systems to avoid problems and achieve school goals; is persistent in solving a problem or fulfilling a commitment; consistently uses data to measure success | Engages staff in creating short plans, long term plans and systems to achieve school and organization's objectives; uses data to inform the plan and measure success; exerts exceptional effort; is motivated and persistent to achieve the end result |
| Manages ambiguity well | Is completely uncomfortable with ambiguous situations; makes unrealistic demands on others to resolve ambiguity | Has come to terms with the ambiguity of an entrepreneurial environment; creates structure for self and others as needed | Is comfortable with ambiguity; creates structure for self and others as needed; is flexible in responding to changing circumstances | Is comfortable with ambiguity; helps others develop strategies for coping with ambiguity; is able to shift course rapidly and fluidly |
| Seeks outside support when appropriate | Either relies completely on the rescue of others or insists on acting completely independently | Seeks support from Home Office in times of distress or uncertainty | Seeks support from Home Office when appropriate; identifies other sources of support as needed | Proactively anticipates need for outside support |
| Is reflective | Resists reflecting on own work; closed to learning about self and own development needs | Reflects on own work when prompted; is aware of own strengths and weaknesses; reflects with | Creates time to reflect independently; is aware of own strengths and weaknesses; reflects with | Uses a variety of strategies to embed reflection and continuous improvement into own daily work; uses |

| | | the intent to improve | the intent to improve | own reflection as a model to encourage others to learn and grow |
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# Aspire Principal Performance Criteria: Aspire Values

|  | Unsatisfactory | Basic | Proficient | Distinguished |
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| Is collaborative | Does not work well with own staff, other principals, and/or Home Office staff | Is team-oriented; works well with own staff; is collegial; coordinates with other principals and Home Office staff as needed | Consistently goes beyond mere coordination to work own staff, other principals, and Home Office in ways that add value | Consistently finds new ways to encourage collaboration within school and across the organization |
| Displays a sense of ownership | Does not hold self or others accountable for behavior or results; makes excuses; resists looking at or discussing goals and metrics. | Consistently holds self accountable for own results. Responds appropriately to results as measured by Home Office. | Consistently holds self and others accountable for school results. Creates and follows-up with timely action plans in response to results measured by Home Office. | Consistently holds self and others accountable for school results. Creates and follows-up with timely, robust and flexible action plans in response to results measured by Home Office. Creates additional interim measures to ensure action plans are effective, and modifies activities accordingly. |
| Holds self to high quality standards | Has low expectations and standards for self and others' work. Does not seem to understand Aspire performance standards. | Understands and embraces Aspire standards and expectations for own and team performance. | Understands and embraces Aspire standards and expectations for own and team performance. Work is consistently high quality. | Understands and embraces Aspire standards and expectations for own and team performance. Continuously improves. Work consistently exceeds expectations. |
| Is customer-service oriented | Does not respond to parent and student requests in a timely manner. | Consistently responds to parents and student requests in a timely and appropriate manner. | Consistently responds to parents, student and staff requests in a timely manner and in a way that reflects an understanding of the needs of customers. | Consistently responds to parents, student and staff requests in a timely and appropriate manner. Deeply understands needs of customers. Finds ways to increase customer satisfaction at the school. |
| Is purposeful | Does not understand Aspire or school vision and mission; works at cross-purposes or lacks direction. | Understands and embraces Aspire vision and mission; focuses on operating school well. | Understands, embraces, and consistently acts in ways that are aligned with Aspire vision and mission, not just school needs. | Deeply understands, embraces, and consistently acts in ways that are aligned with Aspire vision and mission. Seeks and finds ways to further Aspire's |

| | | | | mission and vision. |
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