Utah Model Principal Evaluation System Rubric

Strand 1 - Visionary Leadership				
Effective educational leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that promotes each student's academic success and well-being.				
Standard Correlation	Minimally Effective	Effective	Highly Effective	Possible Evidence
1.1, 1.4	Develops and communicates the school vision, mission, and core values to stakeholders (e.g. parents, teachers, community members).	Collaborates with faculty, staff, parents, and the school community to develop and implement a student-centered mission, vision, and core values that promote the academic success and well-being of all student groups.	Shares responsibility with faculty, staff, parents, and the school community in developing and implementing a student-centered mission, vision, and core values that promote the academic success and well-being of each student in the school.	• Sources of communication-meeting agendas-newsletter items • Accreditation or documentation from accreditation process • Sources of communication • Evidence of collaborative stakeholder engagement • Analysis of stakeholder surveys • Evidence of other stakeholders as well as staff knowing the School vision, core values, and mission statements
1.2, 1.3	Uses data to inform school actions that promote student success in alignment with school's vision, mission, or core values.	Uses data and input from stakeholders to inform the development of a mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student.	Implements a systematic and comprehensive analysis of multiple sources of data and collaborates extensively and effectively with school and community members in order to shape a shared vision and set of core values that results in a high level of student growth/achievement, closing of achievement gaps, and enhanced student well-being	
1.4, 1.5	Evaluates actions to achieve the school's vision and initiates continuous improvement efforts.	Provides evidence that stakeholder groups (e.g. parents, teachers, students, community members) advocate for and are supportive of the school's vision, mission, and core values.	Reviews and evaluates stakeholder (e.g. parents, teachers, students, community members) feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and modify the school mission and vision, as needed.	

Strand 2 – Teaching and Learning				
Effective educational leaders support teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.				
Standard Correlation	Minimally Effective	Effective	Highly Effective	Possible Evidence
2.1, 2.3, 2.4, 2.5	Requires implementation of curriculum aligned with the Utah Core Standards.	Provides leadership to ensure the implementation of coherent systems of curriculum, instruction, and assessment aligned with the Utah Core Standards that promote the mission, vision, and values of the school.	Provides systematic and collaborative leadership to ensure implementation of a rigorous curriculum, highly effective instruction, quality assessment practices aligned with the Utah Core Standards, and accepts accountability for student academic growth and learning.	• Professional learning sessions • Educator evaluation data • Student learning data (formative and summative) • PLC agendas, minutes, observations • School improvement plan • Curriculum guides • Lesson plans • Faculty meeting agendas, minutes, observations • Teacher formative assessments • Student learning goals or objectives and indicators of academic growth and development
2.1, 2.2, 2.5, 2.6	Provides time in the schedule for teachers to work collaboratively within grade levels and/or disciplines.	Provides time in the schedule for teachers to collaborate on curriculum, instruction, and assessment within and across grade levels and/or disciplines, to improve coherence and alignment.	Builds the capacity of staff to collaboratively research, identify, and implement evidence-based instructional strategies and practices that address the diverse needs of each student.	
1.1, 2.1, 2.7	Reviews data to monitor student progress.	Works collaboratively with teachers to collect and share data in an understandable way to monitor and inform improvements in instructional practices for all student groups.	Builds capacity of staff to use a wide range of data to guide ongoing decision-making to address student and/or adult learning needs and progress toward school or district vision, mission and goals.	
2.2, 2.8, 6.5	Promotes appropriate technology use in and out of the classroom.	Establishes expectations, models, and monitors the use of technology and literacy to support teaching and learning in alignment with grade-level or course standards (e.g. rigor and fidelity).	Promotes an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.	

Strand 3 – Management for Learning				
Effective educational leaders manage school operations and resources to promote the success and well-being of faculty, staff, and students.				
Standard Correlation	Minimally Effective	Effective	Highly Effective	Possible Evidence
3.2, 3.4, 3.5, 3.6	Displays a basic understanding of and willingness to carry out school management functions.	Ensures a safe, efficient, and effective learning environment for students and staff by competently managing the organization, operations, and resources of the school in accordance with the vision and core values of the school.	Has a broad and deep understanding of school management functions and systematically undertakes them. Highly effective management of the organization, operations, and resources of the school results in a school climate that is safe, accepting, highly efficient, and in accordance with the vision of the school	• School or district budget documents or processes • Leadership team agendas, minutes, observations • Parent group agenda, minutes, observations • School community council agendas, minutes, observations • Schedules • Safe school procedures and logs • School conditions • Maintenance of facilities, playgrounds, equipment, etc. • Processes for arrival and dismissal • Safety procedures • Use of electronic systems for student or staff data and communication • Phone logs, bulletins, website • Use of social media • Teacher placement procedures
3.1, 3.4, 3.5, 3.6	Places teachers in grade level and content areas based on qualifications.	Places teachers in grade level and content areas based on their qualifications and demonstrated effectiveness.	Strategically places teachers in grade levels and content areas based on their skills, strengths and qualifications; assigns highly effective teachers to students most in need; capitalizes on the strengths of existing staff by teaming them with new teachers.	
1.1, 3.2, 3.3, 6.4	Identifies school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Practices responsible resource allocation while balancing programmatic needs with district goals and continuous improvement efforts.	
3.4, 3.6	Demonstrates understanding of school, local, state, and federal policies to promote student success.	Demonstrates a thorough understanding of school, local, state, and federal policies, articulates the purpose of policies, and applies policies as intended to promote student academic success and well-being.	Applies school, local, state, and federal policies in a fair, equitable and unbiased manner ensuring that the focus of compliance is always student learning.	

Strand 4 – Community Engagement				
Effective educational leaders engage families and the community in order to create an inclusive, caring, safe, and supportive school environment to promote each student's academic success and well-being.				
Standard Correlation	Minimally Effective	Effective	Highly Effective	Possible Evidence
4.1, 4.2	Articulates a belief that building and maintaining relationships is important and works to establish or enhance relationships; supports meaningful connections between students and adults	Enhances and maintains trusting relationships among and between stakeholder groups; fosters strong connections among students and adults by ensuring that every student has at least one trusting and supportive adult connection.	Develops school-wide capacity to establish trusting relationships and supports positive relationships among and between all stakeholder groups; ensures that each student is valued through systems that foster and facilitate strong connections with other students and adults	• Communications (social media, website, newsletters, public appearances, etc.) • Feedback from climate survey • School Community Council agenda, minutes, observations • Participation in community groups
4.3, 4.4	Understands and can explain the importance of cultural perspective in the school and community.	Works collaboratively with all members of the school and community to ensure they can be fully engaged in the school community to drive higher levels of student academic growth and achievement.	Leverages the influence and synergy of the school and community stakeholders, including cultural perspectives and practices, to work together to support high levels of student academic growth and achievement.	• School or district improvement plan • Family resource centers or outreach programs • School or district community collaborations • Use and organization of community or parent volunteers • Data on parental involvement • Parent handbook

Strand 5 – Ethical Leadership				
Effective educational leaders act ethically and professionally to promote each student's academic success and well-being.				
Standard Correlation	Minimally Effective	Effective	Highly Effective	Possible Evidence
5.1, 5.2	Acts with fairness, integrity and an acceptable level of professional ethics and advocates for policies of equity and excellence.	Consistently acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.	Models an exceptionally high level of fairness, integrity, and professional ethics and provides leadership to staff and colleagues in these qualities. Is a strong advocate for policies of equity and excellence in support of the vision and core values of the school.	• Transparency of policies and procedures • Leadership team agendas, minutes, observations • Professional organizations or memberships
5.2, 5.3	Demonstrates ability to use good judgment in exhibiting professional responsibility and ethical practices in accordance with Utah Educator Professional Standards described in Board Rule R277-515.	Exhibits, models, and promotes professional responsibility and ethical practices in accordance with the Utah Educator Professional Standards described in Board Rule R277-515.	Models and maintains the highest standards of professional conduct and holds high expectations for themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness.	• Feedback from colleagues, parents, community members • Perception Surveys • Observations • Survey results-parent-student
5.4	Considers student academic success and well-being as a factor in decision making and actions.	Student academic success and well-being are important factors in decision making and actions.	Makes the academic success and well-being of every student the fundamental value in all decision making and actions. Accepts responsibility, in partnership with parents, faculty and students, for the academic success and well-being of each student.	• School culture surveys • Climate surveys • Faculty or staff handbook • Faculty or departmental meeting agendas, minutes, observations • Social media efforts

Strand 6 – School Improvement				
Effective educational leaders act as agents of continuous improvement and foster a professional community of teachers and staff to promote each student's academic success and well-being.				
Standard Correlation	Minimally Effective	Effective	Highly Effective	Possible Evidence
6.3, 6.4, 6.5	Leads a continuous school improvement process.	Leads a systematic continuous school improvement process that results in improved student academic performance, enhanced student well- being, and greater school effectiveness.	Engages the school community in an ongoing process of evidence-based inquiry, strategic goal setting, planning, implementation, innovation, and evaluation for continuous school improvement that results in change initiatives promoting improved student academic achievement, enhanced student well-being, and greater school effectiveness.	• Data analysis processes • Results of student performance • Data, instruction, goals, and professional development and action plans all aligned • Norm and criterion-referenced data, other school and community information • School improvement plan • Calendar showing time for teacher collaboration • Walk-through data • External review report • Student Growth Measures • Faculty meeting agendas • Student achievement data • External review report • Evaluation report • Leadership team rosters, meeting minutes. • Log of leadership opportunities and development offered to teachers
6.2, 6.3, 3.6	Conducts evaluation of teachers in accordance with school system policies.	Establishes performance expectations for all staff members and holds staff members accountable for meeting expectations through the evaluation cycle in a collaborative continuous improvement process.	Creates and maintains a culture that promotes collaborative and continuous professional growth of all educators to strengthen teaching and ensure that each student can achieve at a high level. Ensures that the evaluation cycle contributes to this culture.	
6.1, 6.3, 6.5	Provides data-informed professional learning experiences.	Provides job embedded professional learning and continuous improvement experiences that are differentiated, data-informed and results in improvements to professional practice and student learning.	Provides and leads data-informed personalized professional learning opportunities and resources for teachers to improve their practice based on needs identified through continuous improvement experiences.	
6.1, 6.5, 6.6	Provides leadership opportunities to teachers who express interest; attempts to support their development in leading other adults.	Establishes a leadership team made up of effective teachers with a range of skill sets and supports the development of teacher leaders and leadership team members.	Actively provides meaningful leadership opportunities to effective teachers; mentors and supports teacher leaders and leadership team members in leading other adults; communicates a clear leadership trajectory to those teachers with leadership potential.	

Strand 7 – Equity and Cultural Responsiveness				
Effective educational leaders honor the heritage and background of each student, use culturally responsive practices, and strive for cultural competency and equity of educational opportunity to promote each student's academic success and well-being.				
Standard Correlation	Minimally Effective	Effective	Highly Effective	Possible Evidence
7.1, 7.6	Plans actions that cultivate an inclusive, caring, and supportive school community for students.	Plans, implements and supports actions that cultivate an inclusive, caring, and supportive school community for each student resulting in a positive impact on the care and support of the school community.	Plans, implements and supports actions that cultivate an inclusive, caring, and supportive school community for each student. Shared ownership by staff and students leads to significant improvements in or sustained excellence in the care and support of the school community.	• Plans and actions for an inclusive, caring, and supportive community. • Discipline data • Student surveys • Observation of students and behaviors • Faculty or departmental meeting agendas, minutes, observations • Observations of faculty • Social media • Transparency of policies and procedures • Leadership team agendas, minutes, observations • Professional organizations or memberships • Feedback from colleagues, parents, community members • Climate surveys evidence of discipline/behavior • Climate Survey Action plans
7.1, 7.2	Asserts belief that all students can achieve at high levels with staff and school community; attempts to learn about and to share successes to challenge low expectations.	Builds expectation for students, staff, and parents that success is possible for every student, challenges low expectations and confronts adults who display low assumptions about student potential.	Publicly models belief in the potential of every student to achieve at high levels; creates regular opportunities for staff and student exposure that demonstrate student potential and emphasize the staff's ability to help students reach their potential.	
7.2, 7.3, 7.5	Provides student access to learning experiences that promote equity and culturally responsiveness.	Aligns and allocates resources such as effective teachers, learning opportunities, academic and social support to foster student learning environments that promote equity and culturally responsiveness.	Collaborates with all stakeholders to promote educational equity, dignity, and cultural responsiveness by allocating and targeting resources such as effective teachers, learning opportunities, academic and social support to ensure every student has equitable access to educational opportunities.	
7.1, 7.4, 7.5	Communicates the school's values to staff and students; implements a code of conduct for students; attempts to fairly apply positive and negative consequences.	Translates the school's values into specific expectations for adults and students; ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct and positive and negative consequences are consistently and fairly implemented.	Consistently models and teaches the school's values and ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct is consistently and fairly implemented; tracks discipline data to ensure equitable application of positive and negative consequences.	

Sources:

Professional Standards for Educational Leaders Rubric, Maryland State Department of Education, July 2018

New Leaders Principal Evaluation Rubric, New Leaders Inc., 2012

Nebraska Framework Levels of Performance: Principal Evidence, Nebraska Department of Education

Minnesota Principal Development and Evaluation Rubric, Minnesota Department of Education, 2016

The Connecticut Leader Evaluation and Support Rubric, Connecticut State Department of Education, September 2017

Utah Educational Leadership Standards, Utah State Board of Education, May 2018

ISTE Standards for Administrators, International Society for Technology in Education, 2018