PRINCIPAL PERFORMANCE EVALUATION SYSTEM (PPES) EVALUATOR TRAINING

JUNE 2022

VIRGINIA BOARD OF EDUCATION

Principal Performance Evaluation System (PPES)
Performance Standard Revisions

(Strike-through words have been deleted; underlined words are new.)

Performance Standard 1: Instructional Leadership

The principal ~~fosters~~ <u>drives</u> the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and ~~sustainment~~ <u>implementation</u> of a compelling shared vision for educational improvement and works collaboratively with ~~staff,~~ students, parents<u>/caregivers</u>, <u>staff,</u> and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance <u>rigorous and relevant</u> teaching and student academic progress~~,~~ and <u>that</u> lead to school improvement.

<u>1.3 Connects both initiatives and innovative strategies to maximize the achievement of each student.</u>

1.~~3~~<u>4</u> Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions ~~to~~ <u>that</u> improve classroom instruction, increase student achievement, and ~~improve~~ <u>maximize</u> overall school effectiveness.

1.~~4~~<u>5</u> ~~Possesses~~ <u>Acquires and shares</u> knowledge of research-based instructional best practices in the classroom.

1.~~5~~<u>6</u> Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.~~6~~<u>7</u> ~~Provides teachers with~~ <u>Generates, aligns, and leverages</u> resources for the successful implementation of effective instructional strategies.

1.~~7~~<u>8</u> Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents<u>/caregivers</u>, and to inform instructional practices.

1.~~8~~<u>9</u> Provides collaborative leadership for the design and implementation of ~~effective and~~ efficient schedules that protect and maximize instructional time.

1.~~9~~<u>10</u> Provides the <u>expectation and</u> focus for ~~continued~~ <u>continuous</u> learning of all members of the school community.

1.~~10~~<u>11</u> <u>Promotes and s</u>~~S~~upports professional development and instructional <u>planning and delivery</u> practices that incorporate the use of achievement data and result in increased student progress. ~~Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.~~

1.12 Demonstrates the importance of sustained professional development by participating in and providing adequate time and resources for teachers and staff ~~to participate in~~ for professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams, action research).

1.13 Evaluates the impact professional development has on the staff, instructional practices, ~~/~~school improvement, and student academic progress.

Instructional Leadership **Rubric**

Exemplary Highly Effective	Proficient Effective	Developing/Needs Improvement Approaching Effective	Unacceptable Ineffective
In addition to meeting the requirements for Effective Proficient...	*Proficient Effective is the expected level of performance.*		
The principal actively and consistently employs innovative and effective impactful leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence.	The principal fosters drives the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	The principal is inconsistently fosters in driving the success of students by facilitating the development, communication, implementation, and/or evaluation of a shared vision of teaching and learning that leads to school improvement.	The principal does not fails to foster drive the success of all students by facilitating the development, communication, implementation, and/or evaluation of a shared vision of teaching and learning that leads to school improvement.

Performance Standard 2: School Climate
The principal fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

2.1 Uses data and iIncorporates knowledge of the social, cultural, leadership emotional, and political behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents/caregivers, staff, and other stakeholders, and community.

2.3 Utilizes Uses shared decision-making and collaboration to build relationships and engage with all stakeholders and maintain enhance positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power to promote growth, change, and innovation.

2.5 Maintains a collegial environment and supports the Supports students, parents/ caregivers, staff, and other stakeholders through the stages of the change process.

2.6 Identifies and aAddresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops, and/or implements, monitors, and communicates a safe school safety plan that manages crisis situations in an effective appropriate and timely manner.

2.8 Involves students, staff, parents/caregivers, staff, and other stakeholders, and the community to create, promote, and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents/caregivers, staff, and other stakeholders.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, parents/caregivers, staff teachers, and other stakeholders.

2.11 Maintains a positive, collegial, inviting school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community.

2.12 Respects and promotes the appreciation of diversity and values and includes every student as an important member of the school community.

School Climate **Rubric**

Exemplary **Highly Effective** *In addition to meeting the requirements for Effective Proficient...*	Proficient **Effective** *Proficient Effective is the expected level of performance.*	Developing/Needs Improvement **Approaching Effective**	Unacceptable **Ineffective**
The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evidencedt through results.	The principal fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.	The principal is inconsistently promotes in fostering the success of all students by developing, advocating, nurturing, and/or sustaining an academically rigorous, positive, welcoming, and/or safe school climate for all stakeholders.	The principal does not promote fails to foster the success of all students by developing, advocating, nurturing, and/or sustaining an academically rigorous, positive, welcoming, and/or safe school climate for all stakeholders.

Performance Standard 3: Human Resources Management Leadership
The principal fosters effective provides human resources management leadership by assisting with selection and induction, and by selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

3.1 Actively participates leads in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school and division needs, assessment data, and local, state, and federal requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring development process for all new and targeted instructional personnel, as well as and cultivates leadership potential through personal mentoring and coaching.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to improve student learning and to grow professionally. and gain self-confidence in their skills.

Human Resources Leadership **Rubric**

Exemplary **Highly Effective** *In addition to meeting the requirements for Effective Proficient...*	Proficient **Effective** *Proficient Effective is the expected level of performance.*	**Developing/Needs Improvement Approaching Effective**	Unacceptable **Ineffective**
The principal consistently demonstrates expertise in impactful human resources management leadership, which results in a highly-productive work force (e.g., highly satisfied stakeholders, increased student learning, teacher leaders).	The principal fosters effective provides human resources management leadership by assisting with selection and induction, and by selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.	The principal is inconsistently in providing human resources leadership by assists with selection and induction and/or inconsistently supports, evaluates, and retains selecting, inducting, supporting, evaluating, and/or retaining quality instructional and support personnel.	The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains fails to provide human resources leadership by inducting, evaluating, and/or retaining quality instructional and support personnel.

Performance Standard 4: Organizational Management
The principal fosters cultivates the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators
Examples may include, but are not limited to:
The principal:

4.1   Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

4.2   Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3   Monitors and provides supervision efficiently for the physical plant and of all instructional programs, building space usage, and all related activities through an appropriately prioritized process.

4.4   Secures, monitors, and allocates resources to maximize improvement, aligned to the school's mission and goals, through accepted school and school division policies and procedures.

4.45   Analyzes data to identify and plan for Identifies potential organizational, operational, or resource-related problems and deals with resolves them in a timely, consistent, and effective appropriate manner.

4.56   Establishes and uses accepted procedures to Ddevelops short- and long-term goals through effective allocation of resources to improve organizational and operational efficiency and impact.

4.67   Reviews fiscal records regularly to ensure accountability for all funds.

4.78   Plans and prepares a fiscally-responsible budget to support the school's mission and goals.

4.89   Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.910 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Organizational Management Rubric

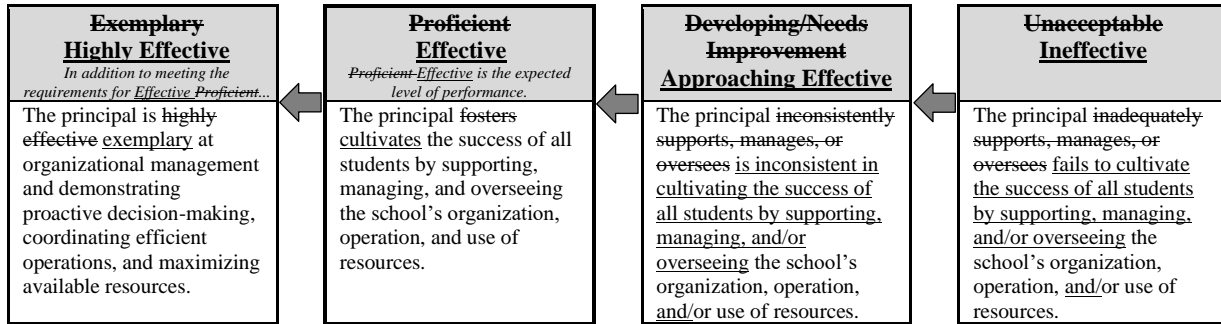| Exemplary Highly Effective	Proficient Effective	Developing/Needs Improvement Approaching Effective	Unacceptable Ineffective
In addition to meeting the requirements for Effective Proficient...	*Proficient Effective is the expected level of performance.*		
The principal is ~~highly effective~~ exemplary at organizational management and demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	The principal ~~fosters~~ cultivates the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The principal ~~inconsistently supports, manages, or oversees~~ is inconsistent in cultivating the success of all students by supporting, managing, and/or overseeing the school's organization, operation, and/or use of resources.	The principal ~~inadequately supports, manages, or oversees~~ fails to cultivate the success of all students by supporting, managing, and/or overseeing the school's organization, operation, and/or use of resources.

Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating, ~~and~~ collaborating, and engaging ~~effectively~~ with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

5.1 Plans strategically for and solicits student, parent/caregiver, staff, ~~parent,~~ and other stakeholder input to promote ~~effective~~ sound judgment in the decision-making process and communication when appropriate.

5.2 Collaborates with stakeholders to develop and c~~C~~ommunicate~~s~~ long- and short-term goals and the school improvement plan ~~to all stakeholders~~.

5.3 Disseminates information to ~~staff~~ students, parents/caregivers, staff, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents/caregivers, staff, and other stakeholders in a collaborative effort to establish positive relationships that support academic success, health, and well-being.

5.5 Maintains visibility and accessibility to students, parents/caregivers, staff, and other stakeholders.

5.6 Speaks and writes consistently in a~~n~~ clear, explicit, and professional manner using standard oral and written English to communicate appropriately with students, parents/caregivers, staff, and other stakeholders.

5.7 Uses appropriate resources to communicate with stakeholders whose primary language is not English.

5.7~~8~~ Provides a variety of opportunities for parent/caregiver and family involvement in school activities.

5.8~~9~~ Collaborates and networks with colleagues and stakeholders to ~~effectively utilize~~ capitalize on the resources and expertise available in the local community.

5.9~~10~~ Advocates for students and acts intentionally to influence family, school, and ~~local,~~ division~~, and state~~ decisions affecting student learning.

5.10~~1~~ Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Communication and Community Relations **Rubric**

Exemplary Highly Effective *In addition to meeting the requirements for ~~Proficient~~ Effective...*	Proficient Effective *~~Proficient~~ Effective is the expected level of performance.*	Developing/Needs Improvement Approaching Effective	Unacceptable Ineffective
The principal proactively seeks and creates innovative and productive methods to communicate and engage ~~effectively~~ impactfully with stakeholders.	The principal fosters the success of all students by communicating, ~~and~~ collaborating, and engaging ~~effectively~~ with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.	The principal ~~inconsistently communicates or infrequently collaborates on issues of importance to stakeholders~~ is inconsistent in fostering the success of all students by communicating, collaborating, and/or engaging with family and community stakeholders to promote support, understanding, and/or continuous improvement of the school's programs and services.	The principal ~~demonstrates inadequate or detrimental communication or collaboration with stakeholders~~ fails to foster the success of all students by communicating, collaborating, and/or engaging with family and community stakeholders to promote support, understanding, and/or continuous improvement of the school's programs and services.

Performance Standard ~~6~~7: Professionalism
The principal fosters the success of all students by demonstrating <u>behavior consistent with legal, ethical, and</u> professional standards ~~and ethics~~, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

~~6~~7.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, <u>parents/caregivers,</u> staff, and other stakeholders and models these attributes ~~on a~~ daily ~~basis~~.

~~6~~7.2 Works within <u>legal, ethical, and</u> professional ~~and ethical~~ guidelines to improve student learning and to meet school, division, state, and federal requirements.

~~6~~7.3 Maintains a professional appearance and demeanor <u>in accordance with school board policy and division expectations</u>.

~~6~~7.4 Models professional behavior and <u>is</u> cultural<u>ly responsive</u> ~~competency~~ to students, <u>parents/caregivers,</u> staff, and other stakeholders.

~~6~~7.5 Maintains confidentiality.

~~6~~7.6 Maintains a positive<u>,</u> ~~and~~ forthright<u>, and respectful</u> attitude.

~~6~~7.7 Provides leadership in sharing ideas and information with staff and other professionals.

~~6~~7.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote<u>,</u> ~~and~~ support<u>, and enhance</u> the vision, mission, and goals of the school division.

~~6~~7.9 ~~Assumes responsibility for~~Engages in personal professional development ~~to~~ <u>that positively impacts school effectiveness.</u> ~~by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.~~

~~6~~7.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Professionalism Rubric

Exemplary **Highly Effective** *In addition to meeting the requirements for Effective Proficient...*	Proficient **Effective** *Proficient Effective is the expected level of performance.*	Developing/Needs Improvement **Approaching Effective**	Unacceptable **Ineffective**
The principal demonstrates professionalism beyond the school division through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The principal fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	The principal is inconsistent in demonstrating fostering the success of students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or in contributing to the profession.	The principal shows disregard for professional standards and ethics and/or fails to foster the success of students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or in contributing to the profession.

Performance Standard 78: Student Academic Progress
The principal's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

78.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

78.2 Utilizes Uses research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.

78.3 Communicates assessment results to multiple internal and external stakeholders.

78.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

78.5 Utilizes Uses faculty meetings, team/department meetings, and targeted professional development activities to focus on student progress outcomes.

78.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

78.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, parents/caregivers, staff, and other stakeholders.

78.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

78.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

78.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Student Academic Progress **Rubric**

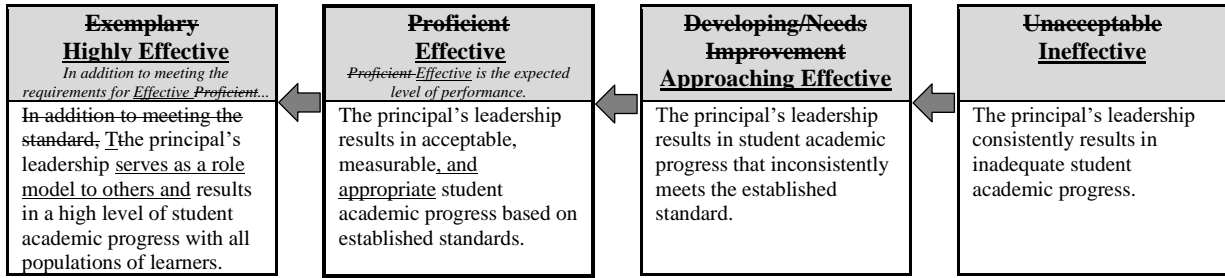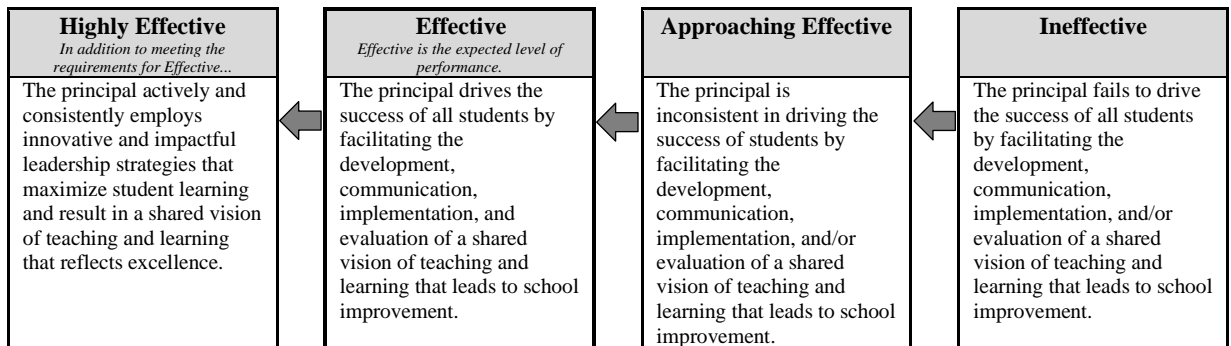| Exemplary **Highly Effective**	Proficient **Effective**	Developing/Needs Improvement **Approaching Effective**	Unacceptable **Ineffective**
In addition to meeting the requirements for Effective Proficient...	*Proficient Effective is the expected level of performance.*		
In addition to meeting the standard, Tthe principal's leadership serves as a role model to others and results in a high level of student academic progress with all populations of learners.	The principal's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards.	The principal's leadership results in student academic progress that inconsistently meets the established standard.	The principal's leadership consistently results in inadequate student academic progress.

PPES Performance Standard Clean Version

Performance Standard 1: Instructional Leadership
The principal drives the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and implementation of a compelling shared vision for educational improvement and works collaboratively with students, parents/caregivers, staff, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance rigorous and relevant teaching and student academic progress and that lead to school improvement.

1.3 Connects both initiatives and innovative strategies to maximize the achievement of each student.

1.4 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions that improve classroom instruction, increase student achievement, and maximize overall school effectiveness.

1.5 Acquires and shares knowledge of research-based instructional best practices in the classroom.

1.6 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.7 Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.

1.8 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents/caregivers, and to inform instructional practices.

1.9 Provides collaborative leadership for the design and implementation of efficient schedules that protect and maximize instructional time.

1.10 Provides the expectation and focus for continuous learning of all members of the school community.

1.11 Promotes and supports professional development and instructional planning and delivery practices that incorporate the use of achievement data and result in increased student progress.

1.12 Demonstrates the importance of sustained professional development by participating in and providing adequate time and resources for teachers and staff for professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams, action research).

1.13 Evaluates the impact professional development has on the staff, instructional practices, school improvement, and student academic progress.

Instructional Leadership Rubric

Highly Effective	Effective	Approaching Effective	Ineffective
In addition to meeting the requirements for Effective...	*Effective is the expected level of performance.*		
The principal actively and consistently employs innovative and impactful leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence.	The principal drives the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	The principal is inconsistent in driving the success of students by facilitating the development, communication, implementation, and/or evaluation of a shared vision of teaching and learning that leads to school improvement.	The principal fails to drive the success of all students by facilitating the development, communication, implementation, and/or evaluation of a shared vision of teaching and learning that leads to school improvement.

Performance Standard 2: School Climate
The principal fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

2.1 Uses data and incorporates knowledge of the social, cultural, emotional, and behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, parents/caregivers, staff, and other stakeholders.

2.3 Uses shared decision-making and collaboration to build relationships and engage with all stakeholders and enhance positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power to promote growth, change, and innovation.

2.5 Supports students, parents/caregivers, staff, and other stakeholders through the stages of the change process.

2.6 Identifies and addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops, implements, monitors, and communicates a school safety plan that manages crisis situations in an appropriate and timely manner.

2.8 Involves students, parents/caregivers, staff, and other stakeholders to create, promote, and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management and communicates behavior management expectations to students, parents/caregivers, staff, and other stakeholders.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, parents/caregivers, staff, and other stakeholders.

2.11 Maintains a positive, collegial, inviting school environment that promotes and assists in the development of the whole student.

2.12 Respects and promotes the appreciation of diversity and values and includes every student as an important member of the school community.

School Climate **Rubric**

Highly Effective *In addition to meeting the requirements for Effective...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evidenced through results.	The principal fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.	The principal is inconsistent in fostering the success of all students by developing, advocating, nurturing, and/or sustaining an academically rigorous, positive, welcoming, and/or safe school climate for all stakeholders.	The principal fails to foster the success of all students by developing, advocating, nurturing, and/or sustaining an academically rigorous, positive, welcoming, and/or safe school climate for all stakeholders.

Performance Standard 3: Human Resources Leadership
The principal provides human resources leadership by selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

3.1 Actively leads in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school and division needs, assessment data, and local, state, and federal requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a development process for all new and targeted instructional personnel-and cultivates leadership potential through personal mentoring and coaching.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to improve student learning and to grow professionally.

Human Resources Leadership **Rubric**

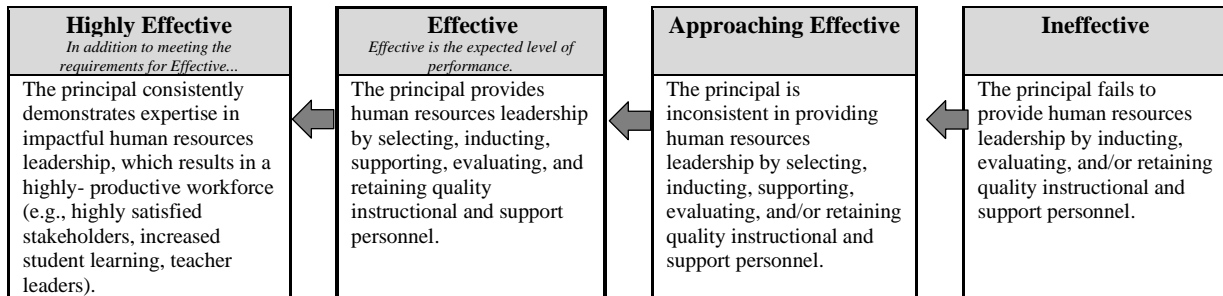| Highly Effective *In addition to meeting the requirements for Effective...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The principal consistently demonstrates expertise in impactful human resources leadership, which results in a highly- productive workforce (e.g., highly satisfied stakeholders, increased student learning, teacher leaders).	The principal provides human resources leadership by selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.	The principal is inconsistent in providing human resources leadership by selecting, inducting, supporting, evaluating, and/or retaining quality instructional and support personnel.	The principal fails to provide human resources leadership by inducting, evaluating, and/or retaining quality instructional and support personnel.

Performance Standard 4: Organizational Management

The principal cultivates the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision of all instructional programs, building space usage, and all related activities through an appropriately prioritized process.

4.4 Secures, monitors, and allocates resources to maximize improvement, aligned to the school's mission and goals, through accepted school and school division policies and procedures.

4.5 Analyzes data to identify and plan for organizational, operational, or resource-related problems and resolves them in a timely, consistent, and appropriate manner.

4.6 Develops short- and long-term goals to improve organizational and operational efficiency and impact.

4.7 Reviews fiscal records regularly to ensure accountability for all funds.

4.8 Plans and prepares a fiscally-responsible budget to support the school's mission and goals.

4.9 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.10 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Organizational Management Rubric

Highly Effective	Effective	Approaching Effective	Ineffective
In addition to meeting the requirements for Effective...	*Effective is the expected level of performance.*		
The principal is exemplary at organizational management and demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	The principal cultivates the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The principal is inconsistent in cultivating the success of all students by supporting, managing, and/or overseeing the school's organization, operation, and/or use of resources.	The principal fails to cultivate the success of all students by supporting, managing, and/or overseeing the school's organization, operation, and/or use of resources.

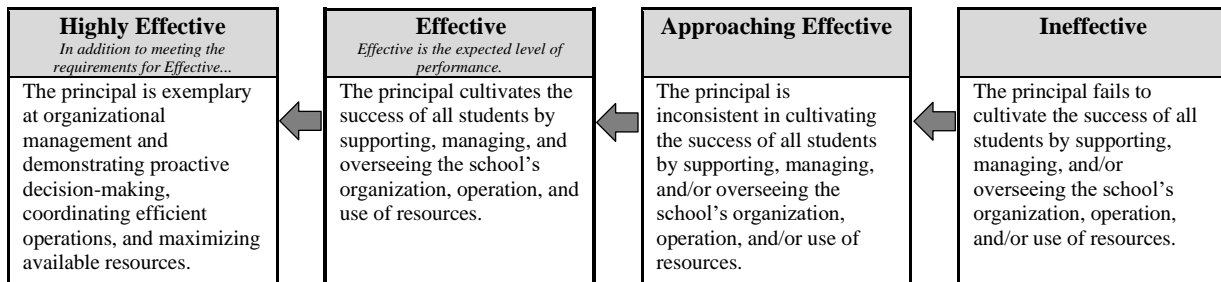**Performance Standard 5: Communication and Community Relations**
The principal fosters the success of all students by communicating, collaborating, and engaging with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.
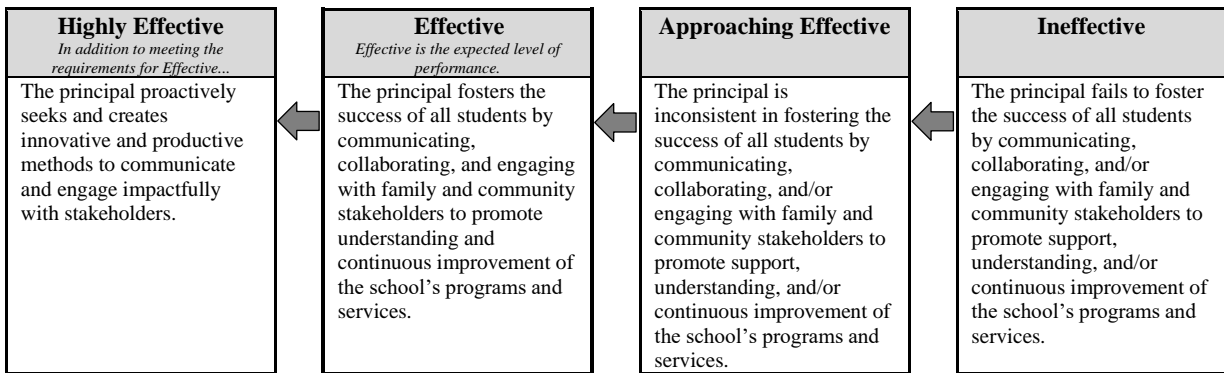
Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

5.1 Plans strategically for and solicits student, parent/caregiver, staff, and other stakeholder input to promote sound judgment in the decision-making process and communication when appropriate.

5.2 Collaborates with stakeholders to develop and communicate long- and short-term goals and the school improvement plan.

5.3 Disseminates information to students, parents/caregivers, staff, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents/caregivers, staff, and other stakeholders in a collaborative effort to establish positive relationships that support academic success, health, and well-being.

5.5 Maintains visibility and accessibility to students, parents/caregivers, staff, and other stakeholders.

5.6 Speaks and writes consistently in a clear, explicit, and professional manner using standard oral and written English to communicate appropriately with students, parents/caregivers, staff, and other stakeholders.

5.7 Uses appropriate resources to communicate with stakeholders whose primary language is not English.

5.8 Provides a variety of opportunities for parent/caregiver and family involvement in school activities.

5.9 Collaborates and networks with colleagues and stakeholders to capitalize on the resources and expertise available in the local community.

5.10 Advocates for students and acts intentionally to influence family, school, and division decisions affecting student learning.

5.11 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Communication and Community Relations **Rubric**

Highly Effective	Effective	Approaching Effective	Ineffective
In addition to meeting the requirements for Effective...	*Effective is the expected level of performance.*		
The principal proactively seeks and creates innovative and productive methods to communicate and engage impactfully with stakeholders.	The principal fosters the success of all students by communicating, collaborating, and engaging with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.	The principal is inconsistent in fostering the success of all students by communicating, collaborating, and/or engaging with family and community stakeholders to promote support, understanding, and/or continuous improvement of the school's programs and services.	The principal fails to foster the success of all students by communicating, collaborating, and/or engaging with family and community stakeholders to promote support, understanding, and/or continuous improvement of the school's programs and services.

Performance Standard 6: Culturally Responsive and Equitable School Leadership*
The principal demonstrates a commitment to equity and fosters culturally inclusive and responsive practices aligned with division and school goals, priorities, and strategies that support achievement for all students.

Sample Performance Indicators
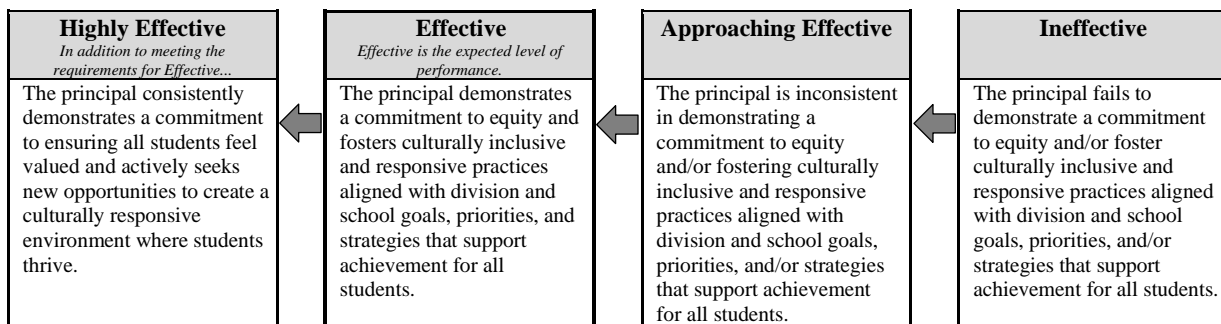*Examples may include, but are not limited to:*

The principal:

6.1 Collects, interprets, and communicates student group disaggregated assessment, engagement, behavioral, and attendance data to identify and understand how and why inequities exist and implements procedures and strategies to address inequity.

6.2 Works collaboratively with students, parents/caregivers, staff, and other stakeholders to develop and implement a school improvement plan based on shared school mission, vision, and values that embed equity and culturally responsive teaching and learning.

6.3 Implements culturally responsive and equitable approaches to school discipline and fosters a school environment of inclusion by building organizational capacity to establish and maintain a safe and affirming school environment for all students.

6.4 Provides leadership for culturally relevant and responsive curriculum, instructional practices, and assessments to support the achievement of all students.

6.5 Advocates for and supports equity and access to educational programs and learning opportunities to meet the learning needs of all students.

6.6 Recruits, develops, and retains effective, culturally responsive staff in accordance with the mission, vision, and articulated values of the school.

6.7 Provides evidence-based and targeted professional learning and coaching to support culturally responsive teaching and reflective practices among teachers and staff.

6.8 Facilitates and engages in dialogue with teachers and staff to promote an equity-centered, inclusive school environment that fosters a sense of belonging for all students.

6.9 Builds positive relationships with students, parents/caregivers, staff, and other stakeholders that use multimodal methods of communication inclusive of the language, dialect, cultural, and social needs of all students and their families.

*Note: Equity denotes the fairness of opportunities for student learning and success.

Standard 6: Developed by Virginia Department of Education with adaptations from the VDOE Principal Evaluation Work Group, October-November, 2021

Culturally Responsive and Equitable School Leadership **Rubric**

Highly Effective *In addition to meeting the requirements for Effective...*	**Effective** *Effective is the expected level of performance.*	**Approaching Effective**	**Ineffective**
The principal consistently demonstrates a commitment to ensuring all students feel valued and actively seeks new opportunities to create a culturally responsive environment where students thrive.	The principal demonstrates a commitment to equity and fosters culturally inclusive and responsive practices aligned with division and school goals, priorities, and strategies that support achievement for all students.	The principal is inconsistent in demonstrating a commitment to equity and/or fostering culturally inclusive and responsive practices aligned with division and school goals, priorities, and/or strategies that support achievement for all students.	The principal fails to demonstrate a commitment to equity and/or foster culturally inclusive and responsive practices aligned with division and school goals, priorities, and/or strategies that support achievement for all students.

Performance Standard 7: Professionalism
The principal fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

7.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, parents/caregivers, staff, and other stakeholders and models these attributes daily.

7.2 Works within legal, ethical, and professional guidelines to improve student learning and to meet school, division, state, and federal requirements.

7.3 Maintains a professional appearance and demeanor in accordance with school board policy and division expectations.

7.4 Models professional behavior and is culturally responsive to students, parents/ caregivers, staff, and other stakeholders.

7.5 Maintains confidentiality.

7.6 Maintains a positive, forthright, and respectful attitude.

7.7 Provides leadership in sharing ideas and information with staff and other professionals.

7.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote, support, and enhance the vision, mission, and goals of the school division.

7.9 Engages in personal professional development that positively impacts school effectiveness.

7.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Professionalism **Rubric**

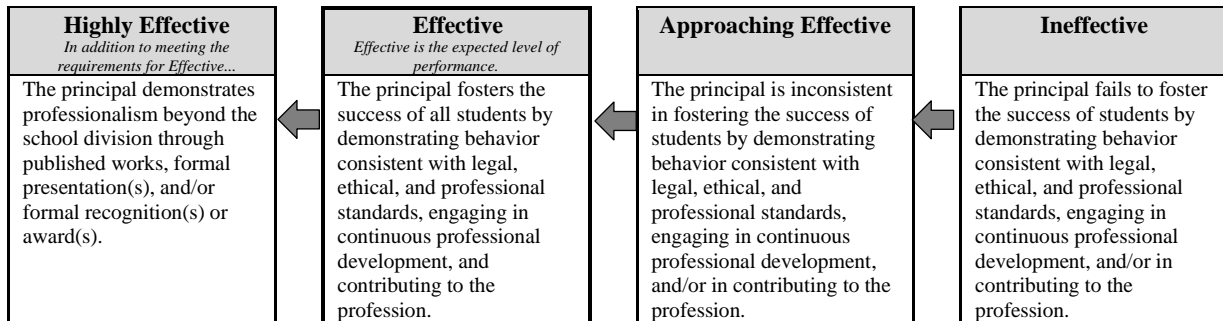| Highly Effective *In addition to meeting the requirements for Effective...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The principal demonstrates professionalism beyond the school division through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The principal fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.	The principal is inconsistent in fostering the success of students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or in contributing to the profession.	The principal fails to foster the success of students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or in contributing to the profession.

Performance Standard 8: Student Academic Progress
The principal's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

8.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

8.2 Uses research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress.

8.3 Communicates assessment results to multiple internal and external stakeholders.

8.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

8.5 Uses faculty meetings, team/department meetings, and targeted professional development activities to focus on student progress outcomes.

8.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

8.7 Demonstrates responsibility for school academic achievement through proactive interactions with students, parents/caregivers, staff, and other stakeholders.

8.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

8.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

8.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Student Academic Progress **Rubric**

Highly Effective	Effective	Approaching Effective	Ineffective
In addition to meeting the requirements for Effective...	*Effective is the expected level of performance.*		
The principal's leadership serves as a role model to others and results in a high level of student academic progress with all populations of learners.	The principal's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards.	The principal's leadership results in student academic progress that inconsistently meets the established standard.	The principal's leadership consistently results in inadequate student academic progress.