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PRINCIPAL LEADERSHIP FRAMEWORK & EVALUATION RUBRIC

Introduction
BSD's principal evaluation process reflects the district's commitment to the professional growth of our instructional leaders. The goal of the evaluation process is to ensure a fair, structured system that promotes professional growth through goal setting, observation, and feedback around progress toward principals personal and school goals.

Goal Setting
Professional Goals Setting (August) - The principal sets 3-5 professional goals for the year in this template and the Superintendent holds a pre-conference to review, give feedback, and finalize the goals. These goals are designed to build from previous evaluations, and to set priorities and professional learning objectives for the school year.

School Goals on the Continuous Improvement Plan (September) - The principal leads the school in developing the school improvement goals. The principal and leadership team use the district's key performance metrics as a base to develop school goals. School goals may include additional goals to the district school goals.

Evaluation
Cycle 1 (August - January) - *Mid-Year Conference (January)*
The superintendent and/or executive director designee visits the school regularly from August to January to observe classes, meetings, and events, and to provide informal, ongoing feedback. In January, the superintendent holds a mid-year conference with the principal to review written feedback on each aspect of the Principal Rubric.

Cycle 2 (February - June) - *End of Year Conference (June)*
The superintendent and/or executive director designee visits the school regularly to observe classes, meetings and events, and provide informal, ongoing feedback. In January, the superintendent meets with the principal to review feedback on each aspect of the Principal Rubric. The final evaluation is completed with a final score that is the average of the score for each of the 14 standards.

Final Score (July)
Exemplary (4.0 - 3.5) - This rating reflects outstanding performance and indicates that a school leader has the ability to teach other school leaders. School leaders who earn Exemplary ratings may be tapped for district leadership opportunities, like coaching and mentorship.

Proficient (3.5 - 3.0) - This rating reflects solid performance. School leaders who earn Proficient ratings are provided with developmental opportunities throughout the school year and tapped for leadership development opportunities.

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__Developing (3.0 - 2.75)__ - This rating reflects that a school leader is experiencing challenges and/or struggles in specific areas, and may need additional support to improve. The Superintendent and/or designee will prioritize working with these principals to identify their specific developmental needs and provide targeted professional development resources.

__Not Meeting Expectations (2.75 - 1.0)__ - This rating reflects that a school leader is experiencing broad challenges and/or struggles, and needs additional support to improve. The Superintendent and/or designee will prioritize working with these principals to identify their specific developmental needs and provide targeted professional development resources.

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BURLINGTON SCHOOL DISTRICT

DOMAIN 1				
Shared Vision and Goals: Establishes a shared vision and goals for student achievement and fosters a culture of learning, cultural responsiveness, and high expectations for every student.				
4 Exemplary	**3 Proficient**	**2 Developing**	**1 Not Meeting Expectations**	*Examples and Evidence*
Develops a vision of high achievement for all students in collaboration with all staff members and based on extensive data review. Shares the vision with staff members, students, families and key external stakeholders, and always refers to it during the school year. All staff members demonstrate ownership of realizing the vision (e.g., vision is reflected in daily instructional practices, as well as staff and student language).	Develops a vision of high achievement for all students in collaboration with the leadership team and is based on extensive data review. Shares the vision with staff members and students, and periodically refers to it during the school year. Most staff members demonstrate ownership of realizing the vision (e.g., vision is reflected in daily instructional practices, as well as staff and student language).	Develops a vision of high achievement for all students, using some data and staff input. Shares the vision with staff members, but rarely refers to it during the school year. Some staff members are able to describe their role in realizing the vision.	The expectation of level 2 is not met. The expectation of level 2 is not met.	*Written values and belief statements.* *School vision is clearly articulated and understood by staff, families, and students.*
Sets ambitious yet realistic annual and multi-year school goals with the leadership team and other key internal and external stakeholders. Goals are based on an analysis of multiple years of aggregated and disaggregated data (by content area and by student subgroups).	Sets ambitious yet realistic annual school goals with the leadership team. Goals are based on an analysis of the previous year's aggregated and disaggregated data (by content area and by student subgroups). Most staff members are able to articulate	Sets unambitious annual school goals, using some data. Some staff members are able to articulate the link between the goals and the school's vision.	The expectation of level 2 is not met.	*School goals that are visible in the building and on the school's website, and that staff refer to.* *Observable alignment between school goals, the instructional program, and the vision in classroom observation data.*

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All staff members are able to articulate the alignment between the goals, the school's vision, and BSD's strategic goals.	the alignment between the goals and the school's vision.			

DOMAIN 2				
Instructional Leadership: Fosters the success of all students by ensuring a shared vision of effective instruction. The principal's leadership results in improved, measurable student academic growth based on agreed-upon standards.				
4 Exemplary	**3 Proficient**	**2 Developing**	**1 Not Meeting Expectations**	*Examples and Evidence*
Creates strong collaborative planning structures and provides ample time for all teachers to work together on classroom-level instructional planning and share high-impact instructional strategies through professional learning communities or peer coaching. All teachers use individual and team planning time to create standards-based unit plans, daily lesson plans, and short-cycle assessments aligned to the district scope and sequence.	Creates adequate collaborative planning structures and schedules for most teachers to effectively work together on classroom-level instructional planning. Most teachers use individual and team planning time to create standards-based unit plans, daily lesson plans, and short-cycle assessments aligned to the district scope and sequence.	Creates collaborative planning structures and schedules for some teachers to effectively work together on classroom level instructional planning. Some teachers use the collaborative planning time to create standards-based unit plans, daily lesson plans, and short-cycle assessments that are aligned to the district scope and sequence.	The expectation of level 2 practice is not met.	*Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college readiness track* *Instructional decisions throughout the year, including student grouping/ differentiation and targeting for interventions, are based on periodic assessments, classroom tests, and teacher designed tests* *Lesson plans, unit plans, and curricular materials demonstrate curriculum coordination and alignment to Common Core content standards* *Rigorous course content is accessible*

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				to all students.
Regularly (daily) conducts informal classroom observations of a cross section of teachers to observe the quality of instructional practices across the school and to share feedback on how they can improve their instructional practices. Encourages peer-to-peer classroom observations to share feedback on each other's instructional practices. Leverages each teacher's instructional strengths for maximum impact and collaborates with internal and external instructional experts to address each teacher's key areas of growth with differentiated coaching and support. High-impact instructional practices are demonstrated in every classroom and across all content areas.	Periodically (weekly) conducts informal classroom observations of a cross section of teachers to take a pulse check on the quality of instructional practices across the school and to share feedback on how they can improve their instructional practices. Provides differentiated coaching and support for teachers who work in high-priority content areas based on their key areas of growth. High-impact instructional practices are demonstrated in classrooms focused on high-priority content areas.	Sometimes (monthly) conducts informal classroom observations of struggling teachers to understand the key instructional areas in which they are having difficulty in order to help them improve. Provides general support for teachers on how to improve instructional practices. High-impact instructional practices are demonstrated in some classrooms.	The expectation of level 2 practice is not met.	*Utilizes an instructional observation tool across the leadership team that is aligned to standards and gives teachers direct feedback.* *Creates a peer-to-peer observation process that teachers utilize.*
Builds the capacity of staff to effectively develop, adapt, and implement rigorous curriculum aligned to the standards to effectively address all	Engages the leadership team and other key staff in developing, adapting, and implementing curriculum aligned to the standards to meet	Engages the leadership team in developing, adapting, and implementing curriculum mostly aligned to the standards to meet the	Expectation of Level 2 is not met.	*Job-embedded professional learning plan that prioritizes standards-based planning, instruction, assessment, and reflection.*

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student learning needs. Builds the capacity of staff to effectively implement a variety of rigorous strategies and pedagogical methods that meet student needs and drive student learning. Adapts instruction and assessment to ensure all students master content.	the learning needs of many students. Supports staff in effectively implementing a variety of rigorous strategies and pedagogical methods that are aligned to students needs and drive student learning. Adapts instruction and assessment to ensure most students master content.	needs of most students. Attempts to align to standards to meet some student needs. Adapts instruction and assessment to ensure some students master content.		

DOMAIN 3
Culturally Responsive Learning Environment: The principal develops cultural competence and a commitment to equity, and fosters the success of all students. Curriculum and pedagogy reflect teachers' understanding of cultural diversity in their classrooms.

4 Exemplary	3 Proficient	2 Developing	1 Not Meeting Expectations	*Examples and Evidence*
Publicly models beliefs in the potential of every student to achieve high levels. Builds the school's collective capacity to engage in conversations about race and equity as well as how implicit bias may impact student learning. Corrects intolerant or exclusionary statements or practices directed at individuals or groups.	Builds expectations for students and staff that success is possible for all students and challenges the implicit bias of low expectations. Initiates conversations about bias and racism, and how it impacts student learning. Corrects intolerant or exclusionary statements or practices directed at individuals or groups.	Asserts belief that all students can achieve at high levels with staff and community. Responds to conversations about race and equity when issues arise. Attempts to address intolerant or exclusionary statements or practices directed at individuals or groups.	Expectation of Level 2 is not met.	*School is building the capacity of adults to support diverse student needs and diverse groups of students in professional development.* *Adults and students monitor themselves and hold each other accountable for language, attitudes, and behaviors that are offensive or uninformed around racial or cultural differences.*

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				Community conversations about culture and diversity occur regularly.
Teachers seamlessly utilize instructional materials and practices that build on the strengths of the school's cultural and linguistic diversity. All classrooms implement culturally responsive teaching practices.	The leadership team supports instructional materials and practices that build on the strengths of the school's cultural and linguistic diversity. Most classrooms implement culturally responsive teaching practices.	The principal attempts to promote instructional materials and practices that build on the strength of the school's cultural and linguistic diversity. Some classrooms implement culturally responsive teaching practices.	Expectation of Level 2 is not met.	*The school has conducted a review of materials and utilizes materials that are culturally responsive.* *The school has a shared understanding of culturally responsive teaching practices.*

DOMAIN 4				
Family Engagement and Community: Engages families and communities as partners to enhance student achievement and success.				
4 Exemplary	**3 Proficient**	**2 Developing**	**1 Not Meeting Expectations**	***Examples and Evidence***
Always communicates with families proactively in a clear and consistent fashion. Establishes a culture in which staff members take it upon themselves to use a variety of high-impact communication channels to ensure that families receive timely and relevant information about school events, programs, and interventions in a language accessible	Usually communicates with families proactively and a clear and consistent fashion. Clearly and consistently communicates expectations that staff members share timely and relevant information about school events, programs, and interventions with families in a language accessible format. Some families actively participate in key	Usually communicates with families in a way that they are invested in the school. Inconsistently communicates expectations that staff members provide families with basic information about school events. Some families cannot access the communications and, as a result, miss opportunities to participate in key school activities.	The expectation of level 2 is not met.	*Families from all key demographic groups say they feel included and invested in the school.* *Families are given strategies and tools to support student learning outside of the school day.* *Families have multiple ways to communicate with staff.* *Communications from families and stakeholders are responded to in a*

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format. Most families actively participate in key activities that support the school's goals.	activities that support the school's goals.			*timely manner, with appropriate tone, and a tailored message.*
Prioritizes being visible and available to families and community members, and proactively finds opportunities to engage with them.

Proactively builds authentic relationships with families and community members by prioritizing time for meaningful engagement at the school, in students' homes, and in the neighborhood [Same as Level 3].

Cultivates a strong base of supporters among families and community members who are passionate about the school's vision and are willing to contribute their time and talents at any given time to achieve the school's goals.

Motivates disengaged or resistant external stakeholders to help achieve the school's goals. | Prioritizes being visible and available to families and community members, and sets aside time to interact with those who contact the school.

Proactively builds authentic relationships with families and community members by prioritizing time for meaningful engagement at the school, in students' homes, and in the neighborhood.

Keeps a strong base of supporters among families and community members well-informed about the school's goals and initiatives in order to seek their assistance during critical times. | Is sometimes visible and available to families and community members, but does not prioritize this over other activities.

Attempts to interact and build relationships with families and community members at school functions, but does not proactively work to enlist a broad base of support for achieving the school's goals. | The expectation of level 2 practice is not met. | |

DOMAIN 5

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BURLINGTON SCHOOL DISTRICT

People Management: Fosters effective educator support and management by supporting, evaluating, and retaining diverse, high quality instructional and support personnel.				
4 Exemplary	**3 Proficient**	**2 Developing**	**1 Not Meeting Expectations**	*Examples and Evidence*
Cultivates and maintains positive interpersonal relationships with almost all staff members, ensuring that they feel valued and believe their work directly supports the achievement of the school's goals. Creates a learning and development culture that empowers staff members to take the initiative to share their areas of growth and to lead their own professional learning communities.	Cultivates and maintains positive interpersonal relationships with most staff members, ensuring that they feel valued and believe their work directly supports the achievement of the school's goals. Empowers the leadership team to provide school-wide or targeted professional development opportunities, as appropriate, to leverage staff members' strengths, as well as address their areas of growth.	Cultivates and maintains positive interpersonal relationships with some staff members, ensuring that they feel valued and believe their work directly supports the achievement of the school's goals. Provides school-wide professional development opportunities that address staff members' top common areas of growth.	Expectation of Level 2 is not met.	*Each staff position has clear performance expectations aligned with school mission and school-wide expectations for instruction and culture* *Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning* *High percentage of teachers rated effective stay in the school*
Identifies multiple pipelines within and beyond the district for high quality, diverse recruits. Engages all staff in developing and implementing clear, specific selection criteria and hiring processes. Proactively identifies vacancies to inform selection and fills vacancies early to	Identifies recruits within and beyond the district for high quality recruits. Develops clear selection criteria and hiring processes. Identifies and fills vacancies early to ensure the school has diverse expertise and skill set. Involves teachers and the leadership team in	Utilizes district resources to identify high quality recruits. Drafts a basic criteria for selecting and hiring staff. includes some members of the leadership team in selection and hiring processes	Expectation of Level 2 is not met.	*Cleary articulated selection process is managed by the leadership team.* *School has intensive recruitment, selection (demo lesson, formal interview, interview with a panel of stakeholders), induction and mentoring processes for any new staff* *Selection and assignment processes*

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ensure the school has a diverse expertise and skill set. Builds the capacity of staff to lead and participate in selection, hiring, and induction processes.	selection, hiring and induction processes			*match staff to specific positions based on skill.*
Provides continuous individualized actionable feedback based on evidence collected from observations and student learning data. Monitors all teachers to ensure feedback is incorporated into teacher practice. Develops inter- rater reliability with the leadership team by co-observing.	Provides frequent individualized actionable feedback based on evidence collected from observations and student learning data. Ensures feedback is incorporated into teacher practice.	Provides high level feedback using either observational or student learning data. Attempts to ensure feedback is incorporated into teacher practice	Expectation of Level 2 is not met.	*Evidence of teacher practice is gathered through classroom observations and in informal interactions with students, staff, and families* *Teacher-driven professional development focuses on student learning challenges and progress toward goals and includes teacher team meetings and peer visitations*
Implements and monitors a rigorous, consistent evaluation system aligned to district requirements. Ensures final evaluation ratings are evidence driven and incorporate multiple examples of student outcomes and teacher practice	Implements a consistent evaluation system aligned to district requirements. Incorporates evidence of student outcomes and teacher practice in final evaluation ratings	Oversees an evaluation system aligned to district requirements. Incorporates some evidence of student outcomes and teacher practice to determine final evaluation ratings	Expectation of Level 2 is not met.	*Rigorous evaluation process is completed for every teacher.* *Evaluation process, measures and targets are established at the beginning of the year* *Principal and staff are aware of evaluation components, timeline and processes*

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DOMAIN 6 School Culture and Operations: Creates a sustaining and restorative school culture.				
4 Exemplary	**3 Proficient**	**2 Developing**	**1 Not Meeting Expectations**	*Examples and Evidence*
Models having a positive rapport and interactions with students, such that most staff members follow suit. Establishes many school-wide structures that facilitate positive relationship building and restorative practices between staff members and students, as well as positive student-student interactions.	Models having a positive rapport and interactions with students, such that most staff members follow suit. Establishes a few school-wide structures (e.g., one-on-one mentoring, advisory periods, student incentive systems) that facilitate positive relationship building and restorative practices between staff members and students, as well as positive student-student interactions.	Promotes a positive rapport between staff members and students, but does not establish structures that facilitate positive relationship building. Some staff members have a positive rapport with some students, and there is no evidence of negative rapport.	The expectation of level 2 practice is not met.	*Implements restorative practices in multiple Tiers to proactively address behaviors.* *Includes student leadership in the development of systems to build student support and agency.*
Empowers key staff members to work collaboratively to develop school schedules before the beginning of the school year to meet the diverse learning needs of all students and maximize student learning time.	Closely manages key staff members on the development of school schedules (e.g., master schedule for teaching and learning, planning/observation/ meeting schedules, assessment calendar, school calendar, IEP calendar) to maximize student learning time.	Develops school schedules with minimal input from staff members. Schedules do not maximize student learning time.	The expectation of level 2 practice is not met.	*Implements a collaboratively developed school and meeting schedule that includes time for student support and adult professional learning that prioritizes student learning.*
Frequently monitors the school's finances, and appropriately delegates day-to-day	Frequently monitors the school's finances, and appropriately delegates day-to-day	Periodically reviews the school budget and finances but not in detail, such that the	The expectation of level 2 practice is not met.	

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operations to the key staff members in order to focus on instruction. The school spends all budgeted resources for the year.	operations to the key staff members in order to focus on instruction. The school has rare incidents of unspent resources.	school year ends with a substantial amount of unspent resources.		
Fulfills all compliance and reporting responsibilities on time.	Fulfills all compliance and reporting responsibilities on time.	Fulfills all compliance and reporting responsibilities on time.	The expectation of level 2 practice is not met	

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