

Center Grove Principal Effectiveness Rubric (v.2019)

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Center Grove
Community School Corporation
Greenwood, Indiana

Domain 1.1: Teacher Effectiveness - Human Capital Management (17.00%)

1.1.1 Hiring And Retention

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: <i>(1.1.1.HE.1)</i>	Principal recruits, hires, and supports teachers by: <i>(1.1.1.E.1)</i>	Principal recruits, hires, and supports effective teachers by: <i>(1.1.1.IN.1)</i>	Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by: <i>(1.1.1.I.1)</i>
Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; <i>(1.1.1.HE.2)</i>	Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; <i>(1.1.1.E.2)</i>	Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; <i>(1.1.1.IN.2)</i>	Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions; <i>(1.1.1.I.2)</i>
Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; <i>(1.1.1.HE.3)</i>	Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; <i>(1.1.1.E.3)</i>	Demonstrating ability to increase some teachers' effectiveness; <i>(1.1.1.IN.3)</i>	Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; <i>(1.1.1.I.3)</i>
Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture). <i>(1.1.1.HE.4)</i>	Aligning personnel decisions with the vision and mission of the school. <i>(1.1.1.E.4)</i>	Occasionally applying the school's vision/mission to HR decisions. <i>(1.1.1.IN.4)</i>	Rarely or never applying the school's vision/mission to HR decisions. <i>(1.1.1.I.4)</i>

1.1.2 Evaluation Of Teachers

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: <i>(1.1.2.HE.1)</i>	Principal prioritizes and applies teacher evaluations by: <i>(1.1.2.E.1)</i>	Principal prioritizes and applies teacher evaluations by: <i>(1.1.2.IN.1)</i>	Principal does not prioritize and apply teacher evaluations by: <i>(1.1.2.I.1)</i>
Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. <i>(1.1.2.HE.2)</i>	Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; <i>(1.1.2.E.2)</i>	Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; <i>(1.1.2.IN.2)</i>	Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; <i>(1.1.2.I.2)</i>

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Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; (1.1.2.E.3)

Using teacher evaluations to partially differentiate the performance of teacher; (1.1.2.IN.3)

Rarely or never using teacher evaluation to differentiate the performance of teachers ; (1.1.2.I.3)

Following processes and procedures outlined in the corporation evaluation plan for all staff members. (1.1.2.E.4)

Following most processes and procedures outlined in the corporation evaluation plan for all staff members. (1.1.2.IN.4)

Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members. (1.1.2.I.4)

1.1.3 Professional Development

Highly Effective

Effective

Needs Improvement

Ineffective

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.3.HE.1)

Principal orchestrates professional learning opportunities by: (1.1.3.E.1)

Principal orchestrates aligned professional learning opportunities tuned to staff needs by: (1.1.3.IN.1)

Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by: (1.1.3.I.1)

Frequently creating learning opportunities in which highly effective teachers support their peers; (1.1.3.HE.2)

Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; (1.1.3.E.2)

Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; (1.1.3.IN.2)

Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; (1.1.3.I.2)

Monitoring the impact of implemented learning opportunities on student achievement; (1.1.3.HE.3)

Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.; (1.1.3.E.3)

Providing learning opportunities with little variety of format; (1.1.3.IN.3)

Providing no variety in format of learning opportunities; (1.1.3.I.3)

Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities. (1.1.3.HE.4)

Providing differentiated learning opportunities to teachers based on evaluation results. (1.1.3.E.4)

Providing differentiated learning opportunities to teachers in some measure based on evaluation results. (1.1.3.IN.4)

Failing to provide professional learning opportunities based on evaluation results. (1.1.3.I.4)

1.1.4 Leadership And Talent Development

Highly Effective

Effective

Needs Improvement

Ineffective

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.4.HE.1)

Principal develops leadership and talent by: (1.1.4.E.1)

Principal develops leadership and talent by: (1.1.4.IN.1)

Principal does not develop leadership and talent by: (1.1.4.I.1)

Encouraging and supporting teacher leadership and progression on career ladders; (1.1.4.HE.2)

Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; (1.1.4.E.2)

Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; (1.1.4.IN.2)

Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school; (1.1.4.I.2)

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Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; (1.1.4.HE.3)

Providing formal and informal opportunities to mentor emerging leaders; (1.1.4.E.3)

Providing formal and informal opportunities to mentor some, but not all, emerging leaders; (1.1.4.IN.3)

Rarely or never provides mentorship to emerging leaders; (1.1.4.I.3)

Recognizing and celebrating emerging leaders. (1.1.4.HE.4)

Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities. (1.1.4.E.4)

Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders. (1.1.4.IN.4)

Providing no support and encouragement of leadership and growth; (1.1.4.I.4)

Frequently assigns responsibilities without allocating necessary authority. (1.1.4.I.5)

1.1.5 Delegation

Highly Effective

Effective

Needs Improvement

Ineffective

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.5.HE.1)

Principal delegates tasks and responsibilities appropriately by: (1.1.5.E.1)

Principal delegates tasks and responsibilities appropriately by: (1.1.5.IN.1)

Principal does not delegate tasks and responsibilities appropriately by: (1.1.5.I.1)

Encouraging and supporting staff members to seek out responsibilities; (1.1.5.HE.2)

Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; (1.1.5.E.2)

Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; (1.1.5.IN.2)

Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; (1.1.5.I.2)

Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities. (1.1.5.HE.3)

Monitoring the progress towards success of those to whom delegations have been made; (1.1.5.E.3)

Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; (1.1.5.IN.3)

Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; (1.1.5.I.3)

Providing support to staff members as needed. (1.1.5.E.4)

Providing support, but not always as needed. (1.1.5.IN.4)

Rarely or never providing support. (1.1.5.I.4)

1.1.6 Strategic Assignment

Highly Effective

Effective

Needs Improvement

Ineffective

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.6.HE.1)

Principal uses staff placement to support instruction by: (1.1.6.E.1)

Principal uses staff placement to support instruction by: (1.1.6.IN.1)

Principal does not use staff placement to support instruction by: (1.1.6.I.1)

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Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses. (1.1.6.HE.2)

Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; (1.1.6.E.2)

Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible. (1.1.6.IN.2)

Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs. (1.1.6.I.2)

Strategically assigning support staff to teachers and classes as necessary to support student achievement. (1.1.6.E.3)

1.1.7 Addressing Teachers Who Are In Need Of Improvement Or Ineffective

Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.7.HE.1)

Tracking remediation plans in order to inform future decisions about effectiveness of certain supports; (1.1.7.HE.2)

Staying in frequent communication with teachers on remediation plans to ensure necessary support. (1.1.7.HE.3)

Effective

Principal addresses teachers in need of improvement or ineffective by: (1.1.7.E.1)

Developing remediation plans with teachers rated as ineffective or in need of improvement; (1.1.7.E.2)

Monitoring the success of remediation plans; (1.1.7.E.3)

Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. (1.1.7.E.4)

Needs Improvement

Principal addresses teachers in need of improvement or ineffective by: (1.1.7.IN.1)

Occasionally monitoring the success of remediation plans; (1.1.7.IN.3)

Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. (1.1.7.IN.4)

Ineffective

Principal does not address teachers in need of improvement or ineffective by: (1.1.7.I.1)

Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; (1.1.7.I.2)

Rarely or never monitoring the success of remediation plans; (1.1.7.I.3)

Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. (1.1.7.I.4)

Domain 1.2: Teacher Effectiveness - Instructional Leadership (17.00%)

1.2.1 Mission And Vision

Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.2.1.HE.1)

Effective

Principal supports a school-wide instructional vision and/or mission by: (1.2.1.E.1)

Needs Improvement

Principal supports a school-wide instructional vision and/or mission by: (1.2.1.IN.1)

Ineffective

Principal does not support a school-wide instructional vision and/or mission by: (1.2.1.I.1)

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Defining long, medium, and short-term application of the vision and/or mission; (1.2.1.HE.2)	Creating a vision and mission based on a specific measurable, ambitious, rigorous, and timely instructional goal(s); (1.2.1.E.2)	Creating a vision and mission based on an instructional goal(s); (1.2.1.IN.2)	Failing to adopt a school-wide instructional vision and/or mission; (1.2.1.I.2)
Monitoring and measuring progress toward the school's vision and/or mission; (1.2.1.HE.3)	Defining specific instructional and behavioral actions linked to the school's vision and mission; (1.2.1.E.3)	Making significant key decisions without alignment to the vision and mission; (1.2.1.IN.3)	Defining a school-wide instructional vision and/or mission that is not applied to decisions; (1.2.1.I.3)
Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups; (1.2.1.HE.4)	Cultivating commitment to and ownership of the school's vision and mission within the majority of the teachers and students, as evidenced by the vision and mission communicated consistently and in a variety of ways. (1.2.1.E.4)	Cultivating a level of commitment to the ownership of the school's vision and mission that encapsulates some, but not all teachers and students. (1.2.1.IN.4)	Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness. (1.2.1.I.4)
Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor. (1.2.1.HE.5)	Ensuring all key decisions are aligned to the vision and mission; (1.2.1.E.5)		

1.2.2 Classroom Observations

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.2.2.HE.1)	Principal uses classroom observations to support student academic achievement by: (1.2.2.E.1)	Principal uses classroom observations to support student academic achievement by: (1.2.2.IN.1)	Principal uses classroom observations to support student academic achievement by: (1.2.2.I.1)
Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; (1.2.2.HE.2)	Visiting all teachers frequently (announced and unannounced) to observe instruction; (1.2.2.E.2)	Occasionally visiting teachers to observe instruction; (1.2.2.IN.2)	Rarely or never visiting teachers to observe instruction; (1.2.2.I.2)
Monitoring the impact of feedback provided to teachers. (1.2.2.HE.3)	Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; (1.2.2.E.3)	Occasionally analyzing student performance data to drive instruction evaluate instructional quality; (1.2.2.IN.3)	Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; (1.2.2.I.3)
	Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data. (1.2.2.E.4)	Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes. (1.2.2.IN.4)	Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes. (1.2.2.I.4)

1.2.3 Teacher Collaboration

Highly Effective	Effective	Needs Improvement	Ineffective
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At Level 4, a principal fulfills the criteria for Level 3 and additionally: <i>(1.2.3.HE.1)</i>	Principal supports teacher collaboration by: <i>(1.2.3.E.1)</i>	Principal supports teacher collaboration by: <i>(1.2.3.IN.1)</i>	Principal does not support teacher collaboration by: <i>(1.2.3.I.1)</i>
Monitoring collaborative efforts to ensure a constant focus on student learning; <i>(1.2.3.HE.2)</i>	Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; <i>(1.2.3.E.2)</i>	Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; <i>(1.2.3.IN.2)</i>	Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; <i>(1.2.3.I.2)</i>
Tracking best collaborative practices to solve specific challenges; <i>(1.2.3.HE.3)</i>	Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; <i>(1.2.3.E.3)</i>	Supporting and encouraging teamwork and collaboration in a limited number of ways; <i>(1.2.3.IN.3)</i>	Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; <i>(1.2.3.I.3)</i>
Holding collaborating teams accountable for their results. <i>(1.2.3.HE.4)</i>	Aligning teacher collaborative efforts to the school's vision/mission. <i>(1.2.3.E.4)</i>	Occasionally aligning teacher collaborative efforts to instructional practices. <i>(1.2.3.IN.4)</i>	Rarely or never aligning teacher collaborative efforts to instructional practices. <i>(1.2.3.I.4)</i>

Domain 1.3: Teacher Effectiveness - Leading Indicators of Student Learning (16.00%)

1.3.1 Planning And Developing Student Learning Objectives

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: <i>(1.3.1.HE.1)</i>	Principal supports the planning and development of Student Learning Objectives (SLOs) by: <i>(1.3.1.E.1)</i>	Principal supports the creation of Student Learning Objectives (SLOs) by: <i>(1.3.1.IN.1)</i>	Principal does not support the creation of Student Learning Objectives by: <i>(1.3.1.I.1)</i>
Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; <i>(1.3.1.HE.2)</i>	Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; <i>(1.3.1.E.2)</i>	Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; <i>(1.3.1.IN.2)</i>	Failing to organize/provide opportunities for teacher collaboration; <i>(1.3.1.I.2)</i>
Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; <i>(1.3.1.HE.3)</i>	Collaborating with teachers to identify standards or skills to be assessed; <i>(1.3.1.E.3)</i>	Occasionally collaborating with teachers to identify standards or skills to be assessed; <i>(1.3.1.IN.3)</i>	Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; <i>(1.3.1.I.3)</i>
Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; <i>(1.3.1.HE.4)</i>	Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; <i>(1.3.1.E.4)</i>	Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; <i>(1.3.1.IN.4)</i>	

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Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; (1.3.1.HE.5)	Systematically working with teachers to monitor and revisit SLOs throughout year as necessary; (1.3.1.E.5)	Working with teachers only occasionally throughout the year to measure progress towards goals; (1.3.1.IN.5)	Not meeting with teachers throughout the year to look at progress towards goals. (1.3.1.I.5)
Revisiting the use and design of teacher and school-wide tracking tools. (1.3.1.HE.6)	Utilizing a tracking tool to monitor school-wide progress on SLOs; (1.3.1.E.6)	Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs. (1.3.1.IN.6)	
	Ensuring teachers utilize a tracking tool to show student progress towards SLOs. (1.3.1.E.7)		

1.3.2 Rigorous Student Learning Objectives

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.3.2.HE.1)	Principal creates rigor in SLOs by: (1.3.2.E.1)	Principal creates rigor in SLOs by: (1.3.2.IN.1)	Principal creates rigor in SLOs by: (1.3.2.I.1)
Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; (1.3.2.HE.2)	Ensuring teachers' SLOs define desired outcomes; (1.3.2.E.2)	Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; (1.3.2.IN.2)	Allowing for outcomes to be benchmarked to less than typical growth; (1.3.2.I.2)
Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice. (1.3.2.HE.3)	Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; (1.3.2.E.3)	Assessing baseline data that may not be effectively used to assess students' starting points; (1.3.2.IN.3)	Failing to assess baseline knowledge of students; (1.3.2.I.3)
	Ensuring assessments used correspond to the appropriate state content standards; (1.3.2.E.4)	Selecting and allowing for assessments that may not be appropriately aligned to state content standards. (1.3.2.IN.4)	Failing to select assessments that are appropriately aligned to content standards. (1.3.2.I.4)
	Ensuring an analysis of previous year's student performance is included in the development of SLOs; (1.3.2.E.5)		
	Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth. (1.3.2.E.6)		

1.3.3 Instructional Time

Highly Effective	Effective	Needs Improvement	Ineffective
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At Level 4, a principal fulfills the criteria for Level 3 and additionally: <i>(1.3.3.HE.1)</i>	Principal supports instructional time by: <i>(1.3.3.E.1)</i>	Principal supports instructional time by: <i>(1.3.3.IN.1)</i>	Principal does not support instructional time by: <i>(1.3.3.I.1)</i>
Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time. <i>(1.3.3.HE.2)</i>	Removing all sources of distractions of instructional time; <i>(1.3.3.E.2)</i>	Removing major sources of distractions of instructional time; <i>(1.3.3.IN.2)</i>	Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; <i>(1.3.3.I.2)</i>
	Promoting the sanctity of instructional time; <i>(1.3.3.E.3)</i>	Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; <i>(1.3.3.IN.3)</i>	Rarely or never promoting the sanctity of instructional time; <i>(1.3.3.I.3)</i>
	Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions. <i>(1.3.3.E.4)</i>	Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time. <i>(1.3.3.IN.4)</i>	Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time. <i>(1.3.3.I.4)</i>

Domain 2.1: Leadership Actions - Personal Behavior (17.00%)

2.1.1 Professionalism

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: <i>(2.1.1.HE.1)</i>	Principal displays professionalism by: <i>(2.1.1.E.1)</i>	Principal supports professionalism by: <i>(2.1.1.IN.1)</i>	Principal does not support professionalism by: <i>(2.1.1.I.1)</i>
Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; <i>(2.1.1.HE.2)</i>	Modeling professional, ethical, and respectful behavior at all times; <i>(2.1.1.E.2)</i>	Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; <i>(2.1.1.IN.2)</i>	Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; <i>(2.1.1.I.2)</i>
Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times. <i>(2.1.1.HE.3)</i>	Expecting students and colleagues to display professional, ethical, and respectful behavior at all times. <i>(2.1.1.E.3)</i>	Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations. <i>(2.1.1.IN.3)</i>	Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations. <i>(2.1.1.I.3)</i>

2.1.2 Time Management

Highly Effective	Effective	Needs Improvement	Ineffective
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At Level 4, a principal fulfills the criteria for Level 3 and additionally: <i>(2.1.2.HE.1)</i>	Principal manages time effectively by: <i>(2.1.2.E.1)</i>	Principal manages time effectively by: <i>(2.1.2.IN.1)</i>	Principal manages time effectively by: <i>(2.1.2.I.1)</i>
Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; <i>(2.1.2.HE.2)</i>	Establishing yearly, monthly, weekly, and daily priorities and objectives; <i>(2.1.2.E.2)</i>	Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; <i>(2.1.2.IN.2)</i>	Rarely or never establishing timely objectives or priorities; <i>(2.1.2.I.2)</i>
Monitoring use of time to identify areas that are not effectively utilized. <i>(2.1.2.HE.3)</i>	Identifying and consistently prioritizing activities with the highest-leverage on student achievement. <i>(2.1.2.E.3)</i>	Occasionally prioritizes activities unrelated to student achievement. <i>(2.1.2.IN.3)</i>	Regularly prioritizing activities unrelated to student achievement. <i>(2.1.2.I.3)</i>

2.1.3 Using Feedback To Improve Student Performance

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: <i>(2.1.3.HE.1)</i>	Principal uses feedback to improve student performance by: <i>(2.1.3.E.1)</i>	Principal uses feedback to improve student performance by: <i>(2.1.3.IN.1)</i>	Principal does not use feedback to improve student performance by: <i>(2.1.3.I.1)</i>
Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; <i>(2.1.3.HE.2)</i>	Actively soliciting feedback and help from all key stakeholders; <i>(2.1.3.E.2)</i>	Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; <i>(2.1.3.IN.2)</i>	Regularly avoiding or devaluing feedback; <i>(2.1.3.I.2)</i>
Identifying the most efficient means through which feedback can be generated; <i>(2.1.3.HE.3)</i>	Acting upon feedback to shape strategic priorities to be aligned to student achievement. <i>(2.1.3.E.3)</i>	Occasionally acting upon feedback to shape strategic priorities aligned to student achievement. <i>(2.1.3.IN.3)</i>	Rarely or never applying feedback to shape priorities. <i>(2.1.3.I.3)</i>
Establishing “feedback loops” in which those who provide feedback are kept informed of actions taken based on that feedback. <i>(2.1.3.HE.4)</i>			

2.1.4 Initiative And Persistence

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: <i>(2.1.4.HE.1)</i>	Principal displays initiative and persistence by: <i>(2.1.4.E.1)</i>	Principal displays initiative and persistence by: <i>(2.1.4.IN.1)</i>	Principal does not display initiative and persistence by: <i>(2.1.4.I.1)</i>
Exceeding typical expectations to accomplish ambitious goals; <i>(2.1.4.HE.2)</i>	Consistently achieving expected goals; <i>(2.1.4.E.2)</i>	Achieving most, but not all expected goals; <i>(2.1.4.IN.2)</i>	Rarely or never achieving expected goals; <i>(2.1.4.I.2)</i>

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Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; (2.1.4.HE.3)	Taking on voluntary responsibilities that contribute to school success; (2.1.4.E.3)	Occasionally taking on additional, voluntary responsibilities that contribute to school success; (2.1.4.IN.3)	Rarely or never taking on additional, voluntary responsibilities that contribute to school success; (2.1.4.I.3)
Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement. (2.1.4.HE.4)	Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; (2.1.4.E.4)	Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; (2.1.4.IN.4)	Rarely or never taking risks to support students in achieving results; (2.1.4.I.4)
	Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. (2.1.4.E.5)	Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. (2.1.4.IN.5)	Never seeking out potential partnerships. (2.1.4.I.5)

Domain 2.2: Leadership Actions - Building Relationships (17.00%)

2.2.1 Culture Of Urgency

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.2.1.HE.1)	Principal creates an organizational culture of urgency by: (2.2.1.E.1)	Principal creates an organizational culture of urgency by: (2.2.1.IN.1)	Principal does not create an organizational culture of urgency by: (2.2.1.I.1)
Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement. (2.2.1.HE.2)	Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; (2.2.1.E.2)	Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; (2.2.1.IN.2)	Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; (2.2.1.I.2)
	Leading a relentless pursuit of these expectations. (2.2.1.E.3)	Occasionally leading a pursuit of these expectations. (2.2.1.IN.3)	Failing to identify the efforts of students and teachers, thus unable to align these efforts. (2.2.1.I.3)

2.2.2 Communication

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.2.2.HE.1)	Principal skillfully and clearly communicates by: (2.2.2.E.1)	Principal skillfully and clearly communicates by: (2.2.2.IN.1)	Principal does not skillfully and clearly communicate by: (2.2.2.I.1)

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To the extent possible, messaging key concepts in real time; (2.2.2.HE.2)	Messaging key concepts, such as the school's goals, needs, plans, success, and failures; (2.2.2.E.2)	Messaging most, but not all, key concepts; (2.2.2.IN.2)	Rarely or never messaging key concepts; (2.2.2.I.2)
Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; (2.2.2.HE.3)	Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; (2.2.2.E.3)	Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; (2.2.2.IN.3)	Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; (2.2.2.I.3)
Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations. (2.2.2.HE.4)	Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc. (2.2.2.E.4)	Utilizing a limited number of means and approaches to communication. (2.2.2.IN.4)	Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication. (2.2.2.I.4)

2.2.3 Forging Consensus For Change And Improvement

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.2.3.HE.1)	Principal creates a consensus for change and improvement by: (2.2.3.E.1)	Principal creates a consensus for change and improvement by: (2.2.3.IN.1)	Principal does not create a consensus for change and improvement by: (2.2.3.I.1)
Guides others through change and addresses resistance to that change; (2.2.3.HE.2)	Using effective strategies to work toward a consensus for change and improvement; (2.2.3.E.2)	Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; (2.2.3.IN.2)	Failing to identify areas in which agreement and/or consensus is necessary; (2.2.3.I.2)
Monitors the success of strategies and revises based on strengths and weaknesses; (2.2.3.HE.3)	Systematically managing and monitoring change processes; (2.2.3.E.3)	Managing change and improvement processes without building systems and allies necessary to support the process; (2.2.3.IN.3)	Rarely or never managing or developing a process for change and/or improvement; (2.2.3.I.3)
Creates cultural changes that reflect and support building a consensus for change. (2.2.3.HE.4)	Securing cooperation from key stakeholders in planning and implementing change and driving improvement. (2.2.3.E.4)	Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders. (2.2.3.IN.4)	Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions. (2.2.3.I.4)

Domain 2.3: Leadership Actions - Culture of Achievement (16.00%)

2.3.1 High Expectations

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.3.1.HE.1)	Principal creates and supports high academic and behavior expectations by: (2.3.1.E.1)	Principal creates and supports high academic and behavioral expectations by: (2.3.1.IN.1)	Principal does not create or support high academic and behavior expectations by: (2.3.1.I.1)

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Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; <i>(2.3.1.HE.2)</i>	Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; <i>(2.3.1.E.2)</i>	Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; <i>(2.3.1.IN.2)</i>	Accepting poor academic performance and/or student behavior; <i>(2.3.1.I.2)</i>
Benchmarking expectations to the performance of the state's highest performing schools; <i>(2.3.1.HE.3)</i>	Empowering students to set high and demanding expectations for themselves; <i>(2.3.1.E.3)</i>	Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior. <i>(2.3.1.IN.3)</i>	Failing to set high expectations or sets unrealistic or unattainable goals. <i>(2.3.1.I.3)</i>
Creating systems and approaches to monitor the level of academic and behavior expectations; <i>(2.3.1.HE.4)</i>	Ensuring that students are consistently learning, respectful, and on task; <i>(2.3.1.E.4)</i>		
Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals. <i>(2.3.1.HE.5)</i>	Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; <i>(2.3.1.E.5)</i>		
	Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs. <i>(2.3.1.E.6)</i>		

2.3.2 Academic Rigor

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: <i>(2.3.2.HE.1)</i>	Principal establishes academic rigor by: <i>(2.3.2.E.1)</i>	Principal establishes academic rigor by: <i>(2.3.2.IN.1)</i>	Principal has not established academic rigor by: <i>(2.3.2.I.1)</i>
Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements. <i>(2.3.2.HE.2)</i>	Creating ambitious academic goals and priorities that are accepted as fixed and immovable. <i>(2.3.2.E.2)</i>	Creating academic goals that are nearing the rigor required to meet the school's academic goals; <i>(2.3.2.IN.2)</i>	Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; <i>(2.3.2.I.2)</i>
		Creating academic goals but occasionally deviates from these goals in the face of adversity. <i>(2.3.2.IN.3)</i>	Consistently sets and abandons ambitious academic goals. <i>(2.3.2.I.3)</i>

2.3.3 Data Usage In Teams

Highly Effective	Effective	Needs Improvement	Ineffective
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At Level 4, a principal fulfills the criteria for Level 3 and additionally: *(2.3.3.HE.1)*

Principal utilizes data by: *(2.3.3.E.1)*

Principal utilizes data by: *(2.3.3.IN.1)*

Principal does not utilize data by: *(2.3.3.I.1)*

Data used as basis of decision making is transparent and communicated to all stakeholders; *(2.3.3.HE.2)*

Orchestrating frequent and timely team collaboration for data analysis; *(2.3.3.E.2)*

Occasionally supporting and/or orchestrating team collaboration for data analysis; *(2.3.3.IN.2)*

Rarely or never organizing efforts to analyze data; *(2.3.3.I.2)*

Monitoring the use of data in formulating action plans to identify areas where additional data is needed. *(2.3.3.HE.3)*

Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis. *(2.3.3.E.3)*

Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis. *(2.3.3.IN.3)*

Rarely or never applying data analysis to develop action plans. *(2.3.3.I.3)*