

STAGES

Supportive Tool for Assessing
Growth in Educational Systems

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Rubric Name: Principal (Indiana)
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Element	Domain Text: Student Outcomes								
Student Achievement: Academic Results	<table border="0"> <tr> <td>Not Progressing Towards Goals</td> <td>Progressing Toward Goals</td> <td>Meets Goals</td> <td>Exceeds Goal</td> </tr> <tr> <td>Little to no evidence of improvement; has not taken decisive action in order to improve student achievement.</td> <td>Some evidence of improvement, but insufficient evidence that current steps will create the improvements necessary to achieve student performance goals.</td> <td>Meets performance goals for student achievement. Overall performance improves, as does the achievement of each subgroup of students. Does not confuse effort with results.</td> <td>Consistent record of improved student achievement on multiple indicators (e.g. AYP, MEAP/MME, local assessments) of student success; results greatly exceed performance for comparable schools.</td> </tr> </table>	Not Progressing Towards Goals	Progressing Toward Goals	Meets Goals	Exceeds Goal	Little to no evidence of improvement; has not taken decisive action in order to improve student achievement.	Some evidence of improvement, but insufficient evidence that current steps will create the improvements necessary to achieve student performance goals.	Meets performance goals for student achievement. Overall performance improves, as does the achievement of each subgroup of students. Does not confuse effort with results.	Consistent record of improved student achievement on multiple indicators (e.g. AYP, MEAP/MME, local assessments) of student success; results greatly exceed performance for comparable schools.
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Remove Element									

Student Achievement: Student Growth on MEAP/MME	School-wide growth at 34% proficient or below.	School-wide growth between 35% and 49% proficient.	School-wide growth between 50% and 80% proficient.	School-wide growth at 80% proficient or better.
Remove Element				
Student Achievement: Student Growth on other measure(s)	Most or all students are not making sufficient progress.	Many students are not on track to making sufficient academic growth.	Most students are on track to make at least one grade level of growth during the academic year.	Most students are on track to make at least one and one-half grade levels of growth during the academic year.
Remove Element				
Student Achievement: Student Attendance	School has average attendance of 89% or below.	School has average attendance between 90% and 92%.	School has average attendance between 93% and 94%.	School has average attendance of 95% or greater.
Remove Element				

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Element	Not Progressing Towards Goals	Progressing Toward Goals	Meets Goals	Exceeds Goal
Human Capital Manager: Hiring and Retention	Fills teaching vacancies based on candidates who are available.	Hires teachers with varying levels of effectiveness, who seem to fit his or her philosophy of teaching.	Recruits and hires effective teachers (i.e. those whose students make at least one grade level of growth in an academic year) who share the school's vision/mission.	Recruits, hires, and supports highly effective teachers (i.e. those whose students make at least one and one-half grade levels of growth in an academic year) who share the school's vision/mission.
Domain Text: Teacher Effectiveness				
Remove Element				

<p>Human Capital Manager: Evaluation of Teachers</p> <p>Remove Element</p>	<p>Most or all teachers at the school are evaluated as good or great (e.g. satisfactory or exemplary, at standard or above standard, effective or highly effective).</p>	<p>Many teachers at the school are evaluated as good or great (eg. satisfactory or exemplary, at standard or above standard, effective or highly effective).</p>	<p>Uses teacher evaluations to credibly differentiate the performance of teachers in order to develop a clear picture of the strengths and learning needs of each teacher.</p>	<p>Establishes an effective system that prioritizes teacher evaluation over competing commitments and understands the importance of discrete performance ratings, dedicating the time and resources necessary to ensure the accurate evaluation of every teacher in</p>
<p>Human Capital Manager: Professional Development</p> <p>Remove Element</p>	<p>Does not emphasize teamwork and teachers work mostly in isolation from colleagues.</p>	<p>Suggests that teacher teams work together to address students' learning challenges.</p>	<p>Orchestrates regular teacher team meetings as the prime locus for professional learning.</p>	<p>Orchestrates aligned, high quality coaching, workshops, school visits, and other professional learning tuned to staff needs based on student performance.</p>
<p>Human Capital Manager: Leadership and Talent Development</p> <p>Remove Element</p>	<p>Appears indifferent to the need for leadership development in others.</p>	<p>Tries to provide occasional opportunities to guide emerging leaders.</p>	<p>Provides formal and informal leadership opportunities to mentor emerging leaders.</p>	<p>Designs and implements succession plans (e.g. career ladders), for every position in the school, which allow for leadership and growth.</p>
<p>Human Capital Manager: Delegation</p> <p>Remove Element</p>	<p>Does almost everything him- or herself.</p>	<p>Doesn't delegate some tasks that should be done by others.</p>	<p>Delegates appropriate tasks to competent staff members, checks on progress, and provides support.</p>	<p>Has identified highly competent stakeholders in all key roles and is able to entrust them with maximum</p>

<p>Human Capital Manager: Dismissing Poor Performers</p>	<p>Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.</p>	<p>Puts ineffective teachers on improvement plans.</p>	<p>Counsels out or recommends to the school board the dismissal of most ineffective teachers, carefully following contractual requirements.</p>	<p>Counsels out or recommends to the school board the dismissal of all ineffective teachers, scrupulously following contractual requirements.</p>
<p>Remove Element</p>				
<p>Instructional Leadership: Mission and Vision</p>	<p>Has a personal vision for the school and student success, but its disconnected from the beliefs held by many stakeholders.</p>	<p>Promotes a vision of high standards and expectations for all students.</p>	<p>Inspires and gains the commitment of others towards the school's vision, mission, values, and organizational goals.</p>	<p>Cultivates ownership of a compelling instructional vision, with specific goals that make plain what the vision looks like in the short-term and long-term. All key decisions are aligned to this vision.</p>
<p>Remove Element</p>				
<p>Instructional Leadership: Classroom Observations</p>	<p>Only observes teachers during formal observation visits.</p>	<p>Tries to get into classrooms but is often distracted by other events and rarely provides feedback.</p>	<p>Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.</p>	<p>All teachers are visited frequently and receive prompt and helpful feedback. Time spent observing teachers and providing quality feedback is considered sacred.</p>
<p>Remove Element</p>				
<p>Instructional Leadership: Teacher Collaboration</p>	<p>Teacher collaboration is non-existent or not aligned to clear academic priorities.</p>	<p>Promotes collaboration among team members that generally focuses on instruction.</p>	<p>Supports ongoing teacher reflection, conversation, and collaboration by providing sufficient time, tools, and holding collaborative teams accountable for their work.</p>	<p>Establishes a culture of collaboration where teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are widespread and aligned to clear instructional priorities.</p>
<p>Remove Element</p>				

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Element	Domain Text: Leadership Actions	Not Progressing Towards Goals	Progressing Toward Goals	Meets Goals	Exceeds Goal
Personal Behavior: Ethics Remove Element		Behaves and acts in a way that does not consider the norms, values, and culture of the organization.	Understand the norms, values, and culture of the organization, but is not always consistent in behaving that way.	Expresses and behaves in a way that is respectful of the norms, values, and culture of the organization.	Models professional, ethical behavior at all times and expects it from others.
Default					

<p>Personal Behavior: Time Management</p>	<p>Has a list in his or her head of tasks to be accomplished each day, but often loses track.</p>	<p>Comes to work with a list of what needs to be accomplished that day, but often loses focus on them.</p>	<p>Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.</p>	<p>Establishes yearly, monthly, weekly, and daily priorities and objectives, relentlessly getting the highest-leverage activities done.</p>
<p>Remove Element</p>				
<p>Personal Behavior: Using Feedback to Improve Performance</p>	<p>Avoids or does not value feedback and it is not evident in his/her priorities.</p>	<p>Accepts feedback when approached and occasionally includes it in his/her priorities.</p>	<p>Seeks out feedback and acts upon it to shape strategic priorities aligned to student achievement.</p>	<p>Actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.</p>
<p>Remove Element</p>				
<p>Personal Behavior: Initiative and Persistence</p>	<p>Does not show up for work reliably or requires extra supervision to fulfill assigned responsibilities.</p>	<p>Completes assigned responsibilities as required and without extra supervision.</p>	<p>Coupled with outstanding attendance, works extra hours to complete work even when not required; takes on voluntary responsibilities that contribute to both the school and the district.</p>	<p>Goes above and beyond typical expectations to achieve exceptional results. Unafraid in taking risks to focus key stakeholders more closely on student achievement.</p>
<p>Remove Element</p>				
<p>Building Relationships: Culture of Urgency</p>	<p>Has not been able to model efficacy or motivate many staff members.</p>	<p>Encourages and attempts to reinforce efficacy in individuals to produce results.</p>	<p>Generates a sense of urgency by aligning the energy of others in pursuit of student growth and achievement.</p>	<p>Establishes an organizational culture where students, parents, teachers and staff relentlessly pursue academic and behavioral excellence.</p>
<p>Remove Element</p>				

<p>Building Relationships: Communication</p> <p>Remove Element</p>	<p>Is not an effective communicator, and others are often left guessing about policies and direction.</p>	<p>Has a limited communication repertoire and some key stakeholders are not aware of school goals.</p>	<p>Uses a variety of means (e.g. face-to face, newsletters, websites) to communicate academic goals to many stakeholders.</p>	<p>Skillfully and clearly communicates goals to all stakeholders (i.e. students, teachers, parents, central office, community, business, global) using a variety of channels.</p>
<p>Building Relationships: Forging Consensus for Change</p> <p>Remove Element</p>	<p>There is broad disagreement with regard to what key stakeholders want and how to get there.</p>	<p>Uses different tools and strategies to build agreement for change.</p>	<p>Guides others through change and addresses resistance to that change.</p>	<p>Manages change and moves key stakeholders from agreement to cooperation, understanding the tools and strategies most likely to be effective in various situations.</p>
<p>Culture of Achievement: High Expectations</p> <p>Remove Element</p>	<p>Accepts poor academic performance and/or student behavior.</p>	<p>Urges staff to demand academic success and/or good student behavior, but allows different standards in different classrooms.</p>	<p>Students are consistently learning, respectful, and on task. Sets clear expectations for student academics and behavior, establishing consistent practices across classrooms.</p>	<p>Empowers teachers and staff to set high and demanding academic and behavior expectations for every student.</p>
<p>Culture of Achievement: Non-negotiables</p> <p>Remove Element</p>	<p>Has not established clear academic priorities.</p>	<p>Has a list of academic priorities.</p>	<p>Has established academic priorities that are considered fixed and immovable.</p>	<p>Clearly articulates rigorous academic priorities that are accepted as fixed and immovable.</p>

Culture of Achievement: Data Analysis	Does not prioritize the analysis of tests given during the year.	Suggests that teacher teams work together to draw lessons from the tests they give.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Orchestrates high-quality, meaningful team collaboration and action planning after each round of interim assessments.
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