

Performance Evaluation Rubric for Principals

Principal Name:	Current Licensure Level:	School Year:
School:	Evaluator:	Evaluator Position:

Leadership Practice 1: Focus on Learning

(Aligns with Professional Standards for Educational Leaders [PSEL] Standard 3: Equity and cultural responsiveness; Standard 4: Curriculum, instruction, and assessment; Standard 5: Community of care and support for students; Standard 10: School improvement)

Indicator 1.1: *Collective responsibility for instructional improvement: The principal maintains a system for improving curriculum, instruction, and assessment.*

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceeding
<p>The principal performing at the emerging level:</p> <ul style="list-style-type: none"> Schedules regular curriculum revisions at a manageable pace. Allocates time and resources to support recommended curriculum changes—including texts and assessments—within grade levels or content areas. Identifies leaders of teacher teams within content areas or grade levels. Sets clear expectations for culturally appropriate teaching, which capitalizes on students' life, culture, and social experiences. Requires specialized instructional personnel to engage with teachers to coordinate student services. Uses the Santa Fe Indian School (SFIS) curriculum terminology when communicating to educators and others about instruction. 	<p>The principal performing at the developing level:</p> <ul style="list-style-type: none"> Coordinates teacher leaders' work to align curriculum, instruction, and assessment with the SFIS curriculum among teacher teams. Maintains teacher teams that recommend curriculum changes <i>across</i> grade levels, content areas, and specialized student services. Requires teacher leaders to lead a curriculum study for cultural responsiveness, student accessibility, and content rigor. Engages specialized instructional personnel to participate in curriculum, instruction, and assessment design. Requires that teachers' course instructional plans align with the SFIS curriculum. Supports teacher professional learning development on the SFIS curriculum, instruction, and assessment. 	<p>The principal performing at the accomplished level:</p> <ul style="list-style-type: none"> Allocates time, talent, and resources to align curriculum, instruction, and assessment with the SFIS curriculum among teacher teams. Regularly initiates reflection and systemic improvements about the rigor, cultural responsiveness, student diversity, and effectiveness of the SFIS curriculum, instruction, and assessment. Connects teachers with professional learning development, research, and expertise to ensure understanding of standards, curriculum, instruction, and assessment design. Implements strategies for recognizing and honoring student diversity. 	<p>The principal performing at the exceeding level:</p> <ul style="list-style-type: none"> Celebrates curriculum, instruction, assessment, and student learning performance improvements publicly. AND Advocates for policies or procedures within or beyond the school aimed at improving culturally responsive and developmentally appropriate rigorous curriculum, instruction, and assessment. OR Coaches teacher leaders to use inquiry that drives curriculum or lesson improvement. OR Effectively promotes and communicates about the SFIS curriculum to stakeholders, SFIS community members, and others. OR Engages student living and other staff and external stakeholders in improving the instructional program.

Evidence:

Leadership Practice 1: Focus on Learning

(Aligns with PSEL Standard 3: Equity and cultural responsiveness; Standard 4: Curriculum, instruction, and assessment; Standard 5: Community of care and support for students; Standard 10: School improvement)

Indicator 1.2: *Student- and school-level information for learning use: The principal supports educators' informed decisions.*

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceeding
<p>The principal performing at the emerging level:</p> <ul style="list-style-type: none"> Collects and shares information for learning. Communicates expectations that teacher teams use information for learning and analysis to identify curriculum, instruction, and assessment improvements. Contributes to the development of the Academic 5-Year Plan based on information for learning. 	<p>The principal performing at the developing level:</p> <ul style="list-style-type: none"> Provides adequate teacher support for accessing, analyzing, and using information for learning for modifying curriculum, instruction, assessment, and other programs. Requires teacher teams to use information for learning as a rationale for curriculum, instruction, and assessment improvement. Models correct use and interpretation of student information for learning. Monitors the Academic 5-Year Plan. 	<p>The principal performing at the accomplished level:</p> <ul style="list-style-type: none"> Regularly initiates reflection using information for learning among teachers and staff about the effectiveness of the SFIS curriculum, instruction, and assessment. Encourages teachers to examine individual student work and performance when improving lessons, curriculum, instruction, and assessments. Supports and/or coaches teacher leaders to correctly use and interpret information for learning for grade-level or content-area improvement. As needed, improves teacher teams' efforts to meet the Academic 5-Year Plan. Routinely examines the adequacy and effectiveness of the Academic 5-Year Plan considering changing student demographics, teacher needs and research. 	<p>The principal performing at the exceeding level:</p> <ul style="list-style-type: none"> Coaches teacher leaders and/or school-level administrators on effective student information for learning analysis. OR Coaches teacher leaders and/or school-level administrators on processes for establishing mutual accountability for information for learning. AND Advocates at the schoolwide level for appropriate use and analysis of information for learning to optimize student equity and development.
Evidence:			

Leadership Practice 1 Overall Rating:

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceeding
Provide evidence statements to support the overall rating for Leadership Practice 1.			

Leadership Practice 2: Educator Learning and Growth

(Aligns to PSEL Standard 3: Equity and cultural responsiveness; Standard 6: Professional capacity of school personnel; Standard 7: Professional community for teachers and staff; Standard 9: Operations and management)

Indicator 2.1: Distributes School-Level Leadership

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceeding
<p>The principal performing at the emerging level:</p> <ul style="list-style-type: none"> Regularly conducts and contributes to the leadership team. Provides the information for learning to the leadership team for planning purposes. 	<p>The principal performing at the developing level:</p> <ul style="list-style-type: none"> Leads the leadership team to coordinate curriculum, instruction, and assessment improvement; student scheduling and services; school management; and community communications. Allocates tasks to formal and informal leaders within the school, so that communications and authority are clear. 	<p>The principal performing at the accomplished level:</p> <ul style="list-style-type: none"> Strategically distributes responsibilities among leadership team members to support teacher team initiatives. Coordinates communications from the leadership team to staff about school-level initiatives. Uses leadership team meetings to reflect upon and improve school direction, change processes, communications, and leadership. 	<p>The principal performing at the exceeding level:</p> <ul style="list-style-type: none"> Leads and/or contributes to schoolwide systems for building teacher leadership and the Grow Our Own pathway. AND Coaches school-level administrators and/or teacher leaders to effectively distribute leadership and convene effective teacher team meetings. AND/OR Actively raises questions within the leadership team about institutional practices and professional behaviors that can contribute to biases or barriers to staff, students, or community members, or inhibit access to services and programs.
Evidence:			

Leadership Practice 2: Educator Learning and Growth

(Aligns to PSEL Standard 3: Equity and cultural responsiveness; Standard 6: Professional capacity of school personnel; Standard 7: Professional community for teachers and staff; Standard 9: Operations and management)

Indicator 2.2: Supports Teacher Teams

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceeding
<p>The principal performing at the exceeding level:</p> <ul style="list-style-type: none">• Supports teacher teams (e.g., departments, grade levels) with consistent meeting times, assigned teacher leaders, and material resources.• Protects teacher team meeting time from interruptions.	<p>The principal performing at the developing level:</p> <ul style="list-style-type: none">• Sets expectations that teacher team time will be used for individual/group teacher reflection; peer-to-peer feedback; curriculum, instruction, and assessment planning; and coordinating resources.• Uses schoolwide communications (e.g., newsletter, email) and leadership meetings to keep staff informed about policies, procedures, awards, and other news.• Supports practices in the school that engage all staff in celebrating accomplishments.	<p>The principal performing at the accomplished level:</p> <ul style="list-style-type: none">• Personally, or through the work of others, initiates conversations about ways to improve teacher team trust, communications, and planning.• Works with others to optimize teacher team time for collaborative planning, substantive conversation about student learning, and continuous improvement.• Supports leadership team members to convene effective teacher team meetings.	<p>The principal performing at the exceeding level:</p> <ul style="list-style-type: none">• Works with other school-level or schoolwide leaders to engage teachers in professional learning development activities. AND• Coaches the leadership team with understanding instruction and institutional practices that can contribute to biases or barriers.
Evidence:			

Leadership Practice 2: Educator Learning and Growth

(Aligns to PSEL Standard 3: Equity and cultural responsiveness; Standard 6: Professional capacity of school personnel; Standard 7: Professional community for teachers and staff; Standard 9: Operations and management)

Indicator 2.3: Grows Educator Practice

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceeding
<p>The principal performing at the emerging level:</p> <ul style="list-style-type: none"> Ensures that each licensed academic staff member has a Professional Growth Plan in place. Communicates how SFIS supports maintaining and/or advancing professional licensure level(s). 	<p>The principal performing at the developing level:</p> <ul style="list-style-type: none"> Actively reduces and eliminates barriers to Professional Growth Plan completion by protecting teacher time and providing resources. Plans school-level professional learning development that addresses trends in educator evaluation data and Professional Growth Plans. Communicates expectations for applying professional learning development in professional practice, program design, and curriculum, instruction, and assessment design. Leads and facilitates reflective conversations with educators about the effectiveness of plans for growing their practice and advancing their careers. 	<p>The principal performing at the accomplished level:</p> <ul style="list-style-type: none"> Ensures that each teacher's Professional Growth Plan reflects their individual interests, evaluation results, and school-level priorities. Creates structured opportunities for teachers and other staff to lead professional growth and learning for colleagues in the school. Connects licensed academic staff with research, guidance documents, and experts to meet their professional learning development goals, as described in their Professional Growth Plans. Examines the Professional Growth Plan process and takes action to improve completion as needed, through individual or school-level changes. Examines why effective teachers and other staff leave SFIS, so that educator supports can be improved within the school. 	<p>The principal performing at the exceeding level:</p> <ul style="list-style-type: none"> Leads and/or contributes to schoolwide efforts at designing professional learning development delivery systems and/or promotes better career opportunities for staff through coaching programs or other means. OR Coaches other school-level administrators in best practices for developing Professional Growth Plans with staff. OR Initiates improvements in schoolwide support of educator growth systems.
Evidence:			

Leadership Practice 2: Educator Learning and Growth

(Aligns to PSEL Standard 3: Equity and cultural responsiveness; Standard 6: Professional capacity of school personnel; Standard 7: Professional community for teachers and staff; Standard 9: Operations and management)

Indicator 2.4: *Evaluates Educator Practice*

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceeding
<p>The principal performing at the emerging level:</p> <ul style="list-style-type: none">• Oversees and/or personally evaluates teacher and/or other staff performance according to required timelines, so that all eligible teachers/staff are evaluated.• Completes and ensures that other educator evaluators participate in required training to make certain educator evaluations will be accurate, fair, timely, and valuable.• Ensures that each educator has been oriented to the SFIS educator growth system.	<p>The principal performing at the developing level:</p> <ul style="list-style-type: none">• Oversees and/or personally conducts formal evaluations of licensed academic staff according to procedure by gathering observation and other evidence, coding and scoring evidence accurately and according to a preponderance of evidence, and conducting feedback sessions with each educator.• Uses annual educator evaluation data to identify trends and professional growth needs.	<p>The principal performing at the accomplished level:</p> <ul style="list-style-type: none">• Delivers high-quality, actionable, and trusted feedback to teachers that is content-focused and personalized.• Oversees and/or personally conducts informal evaluations with licensed academic staff between formal evaluation periods to help them improve.• Encourages peer-to-peer feedback through lesson study, peer observation, or other approaches.• Uses peer-to-peer feedback processes with self and others (e.g., observations of practice, school walk-throughs, reflective questioning) during leadership team meetings.• Uses longitudinal educator evaluation data to inform school-level planning and Professional Growth Plans.	<p>The principal performing at the exceeding level:</p> <ul style="list-style-type: none">• Contributes to schoolwide ongoing efforts to improve the effectiveness and fairness of performance evaluation systems. AND• Coaches school-level administrators and/or schoolwide leaders to improve observation accuracy, evaluation completion, or feedback quality. OR• Uses longitudinal educator evaluation data to inform schoolwide planning and advocate for systemic change.
Evidence:			

Leadership Practice 2 Overall Rating:

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceeding
Provide evidence statements to support the overall rating for Leadership Practice 2.			

Leadership Practice 3: School Management and Culture

(Aligns to PSEL Standard 1: Mission, vision, and core values; Standard 9: Operations and management; Standard 10: School improvement)

Indicator 3.1: Change Management

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceeding
<p>The principal performing at the emerging level:</p> <ul style="list-style-type: none"> • Determines actions that align to the Academic 5-Year Plan and schoolwide strategic plan. • Clearly communicates the school vision, mission, and goals by using language adopted by SFIS to ensure that culturally relevant and responsive curriculum, instruction, assessment, and student support take place. 	<p>The principal performing at the developing level:</p> <ul style="list-style-type: none"> • Ensures that leadership teams and others use the school vision, mission, and goals as a rationale for decisionmaking. • Distributes responsibilities for enacting the Academic 5-Year Plan appropriately to individuals and teams. • Implements the Academic 5-Year Plan. 	<p>The principal performing at the accomplished level:</p> <ul style="list-style-type: none"> • Initiates team and staff reflection on how well the school is meeting its mission and goals, with particular attention to students who struggle academically or socially. • Makes changes for better leadership distribution, so that school change is manageable, transparent, and owned by staff. • Shows evidence of meeting the Academic 5-Year Plan through planned programs and initiatives. 	<p>The principal performing at the exceeding level:</p> <ul style="list-style-type: none"> • Coaches the leadership team on developing, enacting, and monitoring the Academic 5-Year Plan. AND • Works across school programs to improve schoolwide change processes. OR • Initiates revisions to the SFIS mission and vision to reflect new schoolwide directions or aspirations.
<p>Evidence:</p>			

Leadership Practice 3: School Management and Culture

(Aligns to PSEL Standard 1: Mission, vision, and core values; Standard 9: Operations and management; Standard 10: School improvement)

Indicator 3.2: School Safety

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceeding
<p>The principal performing at the emerging level:</p> <ul style="list-style-type: none"> Complies with pertinent school safety laws and policies. Follows the SFIS safety plans while addressing potential physical and emotional threats. Communicates expectations for social interactions and school safety to staff and students. 	<p>The principal performing at the developing level:</p> <ul style="list-style-type: none"> Allocates responsibility to appropriate staff for student discipline, so that a clear decisionmaking structure is in place. Clearly communicates expectations and actions to staff, so that they proactively support school safety, student/staff mindfulness, and student resilience in daily work. Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff. Uses school walk-throughs and other approaches to monitor school safety and safety plan implementation. Contributes to the development and revision of schoolwide safety plans that include physical, social-emotional, and identity safety; equitable access to learning; and tiered responses to safety concerns. 	<p>The principal performing at the accomplished level:</p> <ul style="list-style-type: none"> Models communication and social interactions with staff and students that support individual safety, including individual check-ins, welcoming dialogue, and supportive practice. Collaborates with staff and raises questions about how well the school provides for and addresses social-emotional and physical safety for all students to improve systems. Engages faculty, staff, other administrators, students, and parents in reflecting upon how well the school proactively addresses student safety, connectedness, and resilience or responds to school safety issues. Improves tiered social-emotional supports, staff support to create safe learning spaces, and response to student/family safety concerns. 	<p>The principal performing at the exceeding level:</p> <ul style="list-style-type: none"> Advocates for and contributes to improved schoolwide safety and educational equity by sharing or working to improve policies, practices, and procedures. OR Coaches school-level administrators to propose changes to safety expectations, structures, and rules based on student and staff responses to simulated and actual emergencies.
Evidence:			

Leadership Practice 3: School Management and Culture

(Aligns to PSEL Standard 1: Mission, vision, and core values; Standard 9: Operations and management; Standard 10: School improvement)

Indicator 3.3: School Finance

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceeding
<p>The principal performing at the emerging level:</p> <ul style="list-style-type: none"> Monitors the school-level budget and ensures that the school operates within established budgetary guidelines. Allocates available fiscal resources, materials, technology, and space to meet school and system priorities. Ensures that financial resources and oversight comply with appropriate SFIS system requirements and/or federal guidelines. 	<p>The principal performing at the developing level:</p> <ul style="list-style-type: none"> Initiates conversations about financial concerns and allocations with schoolwide leaders and staff members. Ensures access to materials, technology, and space to improve teaching and learning. Evaluates the effectiveness, legal compliance, and equitable use of fiscal and material resources. 	<p>The principal performing at the accomplished level:</p> <ul style="list-style-type: none"> Leads reviews of operating procedures to support better allocation of financial and other resources and improved decisionmaking. Collects and analyzes data from a variety of sources—including feedback from stakeholders—in evaluating resource allocations with an emphasis on equitable access to materials and support. Modifies school-level processes to improve efficiency. 	<p>The principal performing at the exceeding level:</p> <ul style="list-style-type: none"> Contributes to schoolwide, state, and/or federal efforts to improve the effective and efficient use of resources. OR Leads grant proposal submissions and/or other funding pursuits for new resources to improve student achievement. OR Coaches the leadership team in effective strategies and systems for managing school resources effectively and equitably.

Evidence:

Leadership Practice 3: School Management and Culture

(Aligns to PSEL Standard 1: Mission, vision, and core values; Standard 9: Operations and management; Standard 10: School improvement)

Indicator 3.4: Instructional Time

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceeding
<p>The principal performing at the emerging level:</p> <ul style="list-style-type: none">• Uses a master schedule that is clear and reasonable for staff and students.• Communicates teaching schedules in advance to allow teachers/others to adjust curriculum or programs.• Makes reasonable teaching assignments based on teacher qualifications.	<p>The principal performing at the developing level:</p> <ul style="list-style-type: none">• Protects students' instructional time and teachers' professional time from unnecessary interruptions.• Maintains a consistent, schoolwide schedule and routine.• Gathers student, teacher, staff, parent, and other feedback about the effectiveness of the school schedule and routines.	<p>The principal performing at the accomplished level:</p> <ul style="list-style-type: none">• Works with teachers to continuously improve instructional time, considering information for learning and feedback.• Encourages team meetings to be used for substantive conversation about instruction and student learning, rather than administrative updates.• Collaborates with staff to improve school schedules that strategically allocate teacher expertise to meet student learning needs.	<p>The principal performing at the exceeding level:</p> <ul style="list-style-type: none">• Coaches licensed academic staff to improve instruction and use of instructional time. AND• Evaluates the master schedule based on information for learning and makes course/career pathway offerings and other changes to best support students.
Evidence:			

Leadership Practice 3 Overall Rating:

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceeding
Provide evidence statements to support the overall rating for Leadership Practice 3.			

Leadership Practice 4: Collaborate With Community

(Aligns with PSEL Standard 3: Equity and cultural responsiveness; Standard 8: Meaningful engagement of families)

Indicator 4.1: Collaborate With Families and Stakeholders and Respond to Diverse Community Needs

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceeding
<p>The principal performing at the emerging level:</p> <ul style="list-style-type: none">• Collaborates with parent and family liaisons to address parent/community concerns and proactively inform parents and community members about school activities and priorities.• Sets clear expectations for direct teacher/staff communications with community members and families.• Maintains schoolwide and community partnerships for supplementary academic, health, social-emotional, or other student services.	<p>The principal performing at the developing level:</p> <ul style="list-style-type: none">• Oversees teacher/staff communications with community members for frequency and quality.• Initiates communications to inform the community about school activities and invite engagement.• Gathers evidence about the frequency, quality, and utility of community/family engagement and communication.• Encourages teachers/staff to engage with tribes, tribal organizations, and community organizations to support celebrations in appropriate ways.• Assesses how well supplementary services meet student academic, health, social-emotional, and other student service needs.	<p>The principal performing at the accomplished level:</p> <ul style="list-style-type: none">• Improves school communication and engagement with families and communities based on information for learning, with an emphasis on meaningfully engaging community members that are hard to reach.• Establishes school processes for welcoming and engaging community members and families in culturally appropriate ways.• Engages with tribes, tribal organizations, and community organization leaders to support events and initiatives that contribute to the school.• Encourages teachers and staff to substantively engage community members in curriculum and instructional activities and planning.• Grows and improves mutually beneficial partnerships with businesses and community-based organizations that are aligned with the schoolwide mission.	<p>The principal performing at the exceeding level:</p> <ul style="list-style-type: none">• Advocates for and contributes to schoolwide, community, state, and/or federal efforts to effectively collaborate with families and communities. OR• Coaches teacher leaders, school-level administrators, and/or schoolwide leaders in effective strategies for responding to and engaging with community organizations, events, and initiatives in ways that benefit SFIS and students. OR• Engages with community leaders to coplan supplementary student services considering student/school information for learning. OR• Advocates for better use of community assets at the school level and/or schoolwide.

Evidence:**Leadership Practice 4 Overall Rating:**

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceeding
Provide evidence statements to support the overall rating for Leadership Practice 4.			

Leadership Practice 5: Lead With Integrity
(Aligns to PSEL Standard 2: Ethics and professional norms)

Indicator 5.1: Demonstrate Personal and Professional Responsibility

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceeding
<p>The principal performing at the emerging level:</p> <ul style="list-style-type: none"> Adheres to ethical and legal principles, based on core values, the SFIS code of conduct, and applicable tribal, federal, state, and schoolwide policies. Demonstrates respect for others, honors confidentiality, and engages in honest interactions that reflect ethical and legal principles. Writes/develops a personal Professional Growth Plan that reflects previous performance evaluation results and schoolwide priorities. 	<p>The principal performing at the developing level:</p> <ul style="list-style-type: none"> Seeks evaluator and other feedback to improve leadership practice, including feedback on trust-building, decisionmaking, and ethics. Shows progress on completing goals established in the Professional Growth Plan by engaging in professional learning development. 	<p>The principal performing at the accomplished level:</p> <ul style="list-style-type: none"> Models collective responsibility and transparency by sharing professional learning development, including openly recognizing and learning from mistakes. Models self-reflection by evaluating one's own practice and adjusting it accordingly. Applies learning gained from the Professional Growth Plan to change professional practices. 	<p>The principal performing at the exceeding level:</p> <ul style="list-style-type: none"> Coaches school-level administrators and/or schoolwide leaders on acting with ethics and integrity. AND Contributes to schoolwide efforts to improve principal professional learning development. OR Coaches school-level and other schoolwide leaders in growing as a professional to better meet schoolwide, school-level, teacher, and student needs.
Evidence:			

Leadership Practice 5 Overall Rating:

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceeding
Provide evidence statements to support the overall rating for Leadership Practice 5.			