

Principal Evaluation Rubrics

by Kim Marshall* – February 19, 2008

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a principal's job performance:
 - A. Diagnosis and Planning
 - B. Priority Management and Communication
 - C. Curriculum and Data
 - D. Supervision and Professional Development
 - E. Discipline and Parent Involvement
 - F. Management and External Relations

The rubrics use a four-level rating scale with the following labels:

- 4 – Expert
- 3 – Proficient
- 2 – Needs Improvement
- 1 – Does Not Meet Standards

2. The rubrics are designed to give principals an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. They are not checklists for school visits. To knowledgeably fill out the rubrics, a principal's supervisor needs to have been in the school frequently throughout the year; it is irresponsible to fill out the rubrics based on one visit.

3. The *Proficient* level describes solid, expected professional performance; no principal should be ashamed of scores at this level. The *Expert* level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. *Needs Improvement* indicates that performance has real deficiencies – nobody should be content with scores at this level – and performance at the *Does Not Meet Standards* level is clearly unacceptable and needs to be changed immediately.

4. When scoring, take each of the ten criteria and ripple up and down the four levels (for example, reading the descriptions for item a. at Expert, Proficient, Needs Improvement, and Does Not Meet Standards), find the level that best describes performance, and swipe the whole line with a highlighter. This creates a vivid graphic display of overall performance, areas for commendation, and areas that need work (see sample on page 9).

5. Evaluation conferences are greatly enhanced if the supervisor and principal fill out the rubrics in advance (using the highlighter approach), then meet and compare scores one page at a time. The supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the fairest score for each criterion. Supervisors should go into evaluation process with some humility since they can't possibly know everything about a principal's complex world. Similarly, principals should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students. Note that student achievement is not explicitly included in these rubrics, but clearly they are directly linked to a principal's leadership. The role of results in evaluation will be for each district or governing board to decide.

6. Some supervisors sugar-coat criticism and give inflated scores for fear of hurting feelings. This does not help principals improve. The kindest thing a supervisor can do for an underperforming principal is give candid, evidence-based feedback and robust follow-up support. Honest scores for all the principals in a district can be aggregated into a spreadsheet that can give an overview of leadership development needs for the district (see page 10 for a sample).

* These rubrics are indebted to the Principal Leadership Competencies developed by New Leaders for New Schools in 2004 (Kim Marshall was a lead author of that document), and to the work of Jon Saphier, Charlotte Danielson, Douglas Reeves, and Paul Bambrick-Santoyo.

A – Diagnosis and Planning

The principal:

4 – Expert

- a. Recruits a strong leadership team and develops its skills and commitment to a high level.
- b. Involves stakeholders in a comprehensive diagnosis of the school’s strengths and weaknesses.
- c. Presents colleagues with the gap between current student data and a clear vision for future success.
- d. Crafts a succinct, inspiring, results-oriented mission statement that becomes known by all.
- e. Gets strong staff commitment on a bold, ambitious 4-5-year student achievement target.
- f. Wins staff ownership for a robust, research-based theory of action for improving achievement.
- g. Collaboratively crafts a lean, comprehensive, results-oriented strategic plan with annual goals.
- h. Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.
- i. Masterfully wins over resistant staff members who feared change and/or harbored low expectations.
- j. Regularly tracks progress, gives and takes feedback, and continuously improves performance.

3 - Proficient

- a. Recruits and develops a leadership team with a balance of skills.
- b. Carefully assesses the school’s strengths and areas for development.
- c. Compares students’ current achievement with on-track-to-college expectations.
- d. Writes a memorable, succinct, results-oriented mission statement and shares it widely.
- e. Builds staff support for a long-range student achievement target.
- f. Reaches out to the research and develops a robust theory of action for improving achievement.
- g. Gets input and writes a comprehensive, measurable strategic plan for the current year.
- h. Builds ownership and support among stakeholders for achieving annual goals.
- i. Skillfully manages resistance, low expectations, and fear of change.
- j. Periodically measures progress, listens to feedback, and tweaks the strategic plan.

2 - Developing

- a. Enlists one or two like-minded colleagues to provide advice and support.
- b. Makes a quick assessment of the school’s strengths and weaknesses.
- c. Lectures staff on how much better students need to do to be successful in life.
- d. Distributes a wordy, vague, uninspiring, impossible-to-remember mission statement.
- e. Expresses confidence that student achievement will improve each year through hard work.
- f. Accepts teachers’ current notions of how student achievement is improved.
- g. Writes a cumbersome, non-accountable strategic plan.
- h. Presents the annual plan to stakeholders and asks them to support it.
- i. Works on persuading resistant staff members to get on board with the plan.
- j. Occasionally focuses on key data points and prods colleagues to improve.

1 - Novice

- a. Is a Lone Ranger working with little or no support from colleagues.
- b. Is unable to gather much information on the school’s strong and weak points.
- c. Bemoans students’ low achievement and shows fatalism about bringing about significant change.
- d. Does not share a mission statement.
- e. Takes one year at a time, urging teachers to improve their students’ achievement.
- f. Says that hard work improves achievement – but secretly doubts that progress can be made.
- g. Recycles the previous year’s cumbersome, non-accountable strategic plan.
- h. Gets the necessary signatures for the annual plan, but there is little ownership or support.
- i. Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
- j. Is too caught up in daily crises to focus on emerging data.

Comments:

B – Priority Management and Communication

The principal:

4 - Expert

- a. Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.
- b. Skillfully and eloquently communicates goals to all constituencies using a variety of channels.
- c. Frequently solicits and uses feedback and help from staff, students, parents, and external partners.
- d. Has a foolproof system for capturing key information, remembering, prioritizing, and following up.
- e. Ensures that all staff know exactly what is expected for management procedures and discipline.
- f. Has highly competent people in all key roles and delegates maximum responsibility to them.
- g. Ensures that all key teams (e.g., leadership, grade-level, etc.) are scheduled to meet on a regular basis.
- h. Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.
- i. Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.
- j. Remains healthy and sane by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.

3 - Proficient

- a. Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.
- b. Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.
- c. Regularly reaches out to staff, students, parents, and external partners for feedback and help.
- d. Writes down important information, remembers, prioritizes, and almost always follows up.
- e. Makes sure staff know what is expected for management procedures and discipline.
- f. Delegates appropriate tasks to competent staff members and checks on progress.
- g. Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.
- h. Is effective at preventing and/or deflecting many time-wasting crises and activities.
- i. Deals efficiently with e-mail, paperwork, and administrative chores.
- j. Mostly balances work demands with family, friends, fun, health, exercise, sleep, and vacations.

2 - Developing

- a. Comes to work with a list of what needs to be accomplished that day but is often distracted from them.
- b. Has a limited communication repertoire and some key stakeholders are not aware of school goals.
- c. Occasionally asks staff, students, parents, or external partners for feedback.
- d. Writes things down but is swamped by events and sometimes doesn't follow up.
- e. Often has to inform teachers of policies on management procedures and discipline.
- f. Hesitates to delegate some tasks because key staffers are not that competent or trustworthy.
- g. Needs to call key team meetings each month because they are not in people's calendars.
- h. Tries to prevent them, but crises and time-wasters sometimes eat up large chunks of time.
- i. Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.
- j. Finds that family, health, and vacations are suffering because of work demands.

1 - Novice

- a. Has a list in his or her head of what needs to be accomplished each day, but often loses track.
- b. Is not an effective communicator, and others are often left guessing about policies and direction.
- c. Never reaches out to others for feedback or help.
- d. Trusts his or her memory to retain important information, but often forgets and drops the ball.
- e. Is constantly reminding staff to what they should be doing in management and discipline.
- f. Must do almost everything him- or herself because staff people are not competent and can't be trusted.
- g. Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
- h. Finds that large portions of each day are consumed by crises and time-wasting activities.
- i. Is way behind on e-mail, paperwork, and administrative chores and they eat up large parts of the day.
- j. Neglects family, rarely exercises, doesn't sleep enough, and is in poor health.

Comments:

C – Curriculum and Data

The principal:

4 - Expert

- a. Provides clear, manageable, standards-aligned grade-level goals with exemplars of proficient work.
- b. Ensures that all teams use previous-year summative data and fresh diagnostic data to plan instruction.
- c. Gets each grade-level/subject team invested in reaching measurable, results-oriented annual goals.
- d. Ensures that all teachers have top-notch curriculum materials – and training on how to use them.
- e. Ensures that high-quality, aligned, common interim assessments are given by all teacher teams.
- f. Orchestrates high-quality, low-stakes data/action planning meetings after each round of assessments.
- g. Gets data meetings engaged in a no-blame search for root causes and constant hypothesis-testing.
- h. Gets teams invested in following up assessments with reteaching, enhancements, and remediation.
- i. Uses data in all key strategic areas to monitor and drive continuous improvement toward goals.
- j. Fosters morale and a sense of efficacy by getting colleagues to celebrate measurable student gains.

3 - Proficient

- a. Tells teachers exactly what students should know and be able to do by the end of each grade level.
- b. Provides teacher teams with previous-year test data and asks them to assess students' current levels.
- c. Works with grade-level and subject-area teams to set measurable student goals for the current year.
- d. Gets the best possible literacy and math curriculum materials into teachers' hands.
- e. Orchestrates common interim assessments to monitor student learning at least four times a year.
- f. Schedules time for teacher teams to score and analyze assessments and formulate action plans.
- g. Ensures that data meetings go beyond *what* students got wrong and delve into *why* – the root causes.
- h. After assessments, coordinates and supports improvements in teaching and effective remediation.
- i. Gathers data on grades, attendance, behavior, and other variables to inform improvement efforts.
- j. Celebrates student, classroom, and school-wide successes and gives credit where credit is due.

2 - Developing

- a. Refers teachers to district or national scope-and-sequence documents for curriculum direction.
- b. Refers teachers to previous-year test data as a baseline for current-year instruction.
- c. Urges grade-level/subject teams to set measurable student learning goals for the current year.
- d. Works to procure good curriculum materials in literacy and math.
- e. Suggests that teacher teams give common interim assessments to check on student learning.
- f. Gives teachers common planning time to look at interim assessment results.
- g. Urges teacher teams to focus on the areas in which students had the most difficulty.
- h. Pushes teacher teams to use interim assessment data to help struggling students.
- i. Monitors attendance and discipline data to inform decisions.
- j. Congratulates staff on “small wins” and other successes.

1 - Novice

- a. Leaves teachers without clear direction on student learning outcomes for each grade level.
- b. Does not provide historical test data to teachers.
- c. Urges teachers to improve student achievement, but without measurable outcome goals.
- d. Urges teachers to make the best possible use of current curriculum materials.
- e. Allows teachers to use their own classroom assessments to check on student learning.
- f. Suggests that teachers use their classroom assessment results to modify and improve instruction.
- g. Tells teachers to implement “data-driven instruction” to improve test scores.
- h. Urges teachers to use test data to improve the performance of “bubble” (almost-proficient) students.
- i. Keeps an eye on attendance and suspension rates.
- j. Takes credit for improvements in school performance.

Comments:

D – Supervision and Professional Development

The principal:

4 - Expert

- a. In all-staff meetings, has teachers discuss results, learn best strategies, and build trust and respect.
- b. Ensures that the whole staff is current on professional literature, constantly exploring best practices.
- c. Orchestrates aligned, high-quality professional learning: coaching, workshops, school visits, etc.
- d. Empowers teams to be engines of improvement, using data to drive constant refinements of teaching.
- e. Gives teams the training, facilitation support, and resources they need to make their meetings work.
- f. Ensures that teachers backwards-design high-quality, aligned units and discusses them with teams.
- g. Visits 3-5 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.
- h. Courageously engages in difficult conversations with ineffective teachers, helping them improve.
- i. Counsels out or dismisses all ineffective teachers, scrupulously following contractual requirements.
- j. Recruits, hires, and supports highly effective teachers who share the school's vision.

3 - Proficient

- a. Uses all-staff meetings to get teachers sharing strategies and becoming more cohesive.
- b. Reads and shares research and fosters an on-going, schoolwide discussion of best practices.
- c. Organizes aligned, on-going coaching and training that builds skills and a common language.
- d. Orchestrates regular teacher team meetings as the prime locus for professional learning.
- e. Provides teacher teams with facilitators so meetings are focused and substantive.
- f. Has teacher teams cooperatively plan aligned curriculum units, reviews them, and gives feedback.
- g. Makes unannounced visits to classrooms every day and gives helpful feedback to teachers.
- h. Provides redirection and support to teachers who are not effective in classrooms.
- i. Counsels out or dismisses most ineffective teachers, carefully following contractual requirements.
- j. Recruits and hires effective teachers who share the school's mission.

2 - Developing

- a. Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.
- b. Occasionally passed along interesting articles and ideas to colleagues.
- c. Strives to make professional development workshops relevant and interactive.
- d. Gives teacher teams common planning time to work together and share ideas.
- e. Has teacher teams appoint a team leader to run meetings and file reports.
- f. Reviews teachers' lesson plans with an eye to quality instruction and alignment with standards.
- g. Tries to get into classrooms but is often distracted by other events; rarely gives teachers feedback.
- h. Criticizes ineffective teachers but does not give them much help improving their performance.
- i. Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.
- j. Hires teachers who seem to fit his or her philosophy of teaching.

1 - Novice

- a. Rarely convenes staff members and uses those meetings for one-way lectures on policies.
- b. Rarely reads professional literature or discusses best practices.
- c. Organizes occasional professional development workshops at which teachers are passive listeners.
- d. Urges teachers to share ideas, but does not give them common planning time to meet regularly.
- e. Leaves teacher teams to fend for themselves in terms of leadership and direction.
- f. Has teachers hand in lesson plans for inspection.
- g. Only observes teachers in annual or bi-annual formal observation visits.
- h. Shies away from giving honest feedback and redirection to teachers who are not performing well.
- i. Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.
- j. Makes last-minute appointments to teaching vacancies based on candidates who are available.

Comments:

E – Discipline and Parent Involvement

The principal:

4 - Expert

- a. Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.
- b. Deals effectively with anything that interferes with learning, and actively prevents recurrences.
- c. Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.
- d. Ensures that staff are masters of positive discipline and sensitive handling of student issues.
- e. Leads a proactive effort to get counseling, mentoring, and other supports for all high-risk students.
- f. Makes families feel welcome and respected, responds to concerns, and maximizes their contributions.
- g. Ensures that parents know weekly learning goals and involves them in helping their children learn.
- h. Makes sure that parents get frequent, user-friendly progress reports with ideas for improvement.
- i. Maximizes productive parent-teacher communication, especially on children's academic progress.
- j. Provides effective safety-net programs for all students with inadequate home support.

3 - Proficient

- a. Sets expectations for student behavior and establishes schoolwide routines and consequences.
- b. Deals effectively with disruptions to learning and looks for underlying causes.
- c. Praises students who behave well and achieve at high levels, and works to build school spirit.
- d. Uses a variety of approaches to build staff skills in discipline and handling student issues.
- e. Identifies struggling students and organizes support services to meet their needs.
- f. Makes parents feel welcome, listens to their concerns, and ask them to contribute to school goals.
- g. Informs parents of monthly curriculum goals and ways they can support their children's learning.
- h. Has teachers send home regular reports on students' progress and areas for improvement.
- i. Works to improve parent-teacher communication and the quality of report card conferences.
- j. Provides safety-net programs for most students whose parents do not provide adequate support.

2 - Developing

- a. Urges staff to demand good student behavior, but allows different standards in different classrooms.
- b. Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.
- c. Reinforces good behavior and academic achievement and provides cheerleading for the school.
- d. Organizes workshops and suggests articles and books on classroom management.
- e. Tries to get crisis counseling for highly disruptive and troubled students.
- f. Reaches out to parents, asks for their help, and tries to understand when they are critical.
- g. Sends home information on the school's curriculum and general ideas on ways to help at home.
- h. Makes sure that report cards are filled out correctly and given to all parents.
- i. Schedules time for parents to speak to teachers about report cards.
- j. Provides ad hoc, occasional support for students who are not adequately supported at home.

1 - Novice

- a. Often tolerates discipline violations and enforces the rules inconsistently.
- b. Tries to deal with disruptive students but is swamped by the number of problems.
- c. Rarely praises students and fails to build school pride.
- d. Urges teachers to get better at classroom management.
- e. Works to expel or transfer out highly disruptive and troubled students.
- f. Makes little effort to reach out to families and is defensive when parents express concerns.
- g. Sends home an annual list of grade-level learning expectations.
- h. Monitors the quality of report cards.
- i. Allows report cards to be sent home with little opportunity for parent/teacher communication.
- j. Is unable to provide assistance for students with inadequate home support.

Comments:

F – Management and External Relations

The principal:

4 - Expert

- a. Implements proven macro strategies (e.g., looping, class size reduction) that boost student learning.
- b. Creates an equitable schedule that maximizes learning, teacher collegiality, and smooth transitions.
- c. Orchestrates smooth, friendly student entry, dismissal, meal times, transitions, and recesses each day.
- d. Supervises staff to ensure effective, creative use of space and a clean, safe, and inviting campus.
- e. Is transparent about how and why decisions were made, involving stakeholders whenever possible.
- f. Deftly handles bureaucratic, contractual, and legal issues so staff can focus on student learning.
- g. Skillfully manages the budget and finances to maximize student achievement and staff growth.
- h. Fulfills all compliance and reporting requirements and creates new opportunities to support learning.
- i. Builds warm relationships with key district staff and gets them excited about the school's mission.
- j. Taps all possible human and financial resources to support the school's mission and strategic plan.

3 - Proficient

- a. Suggests effective macro strategies (e.g., looping, team teaching) to improve student learning.
- b. Creates a schedule that supports student learning, smooth transitions, and team meeting time.
- c. Ensures safe and orderly student entry, dismissal, meals, class transitions, and recesses each day.
- d. Supervises staff to ensure that the campus is clean, attractive, and safe.
- e. Ensures that staff members know how and why key decisions are being made.
- f. Manages bureaucratic, contractual, and legal issues so they rarely distract from teaching and learning.
- g. Manages the school's budget and finances to support the strategic plan.
- h. Fulfills compliance and reporting responsibilities to the district and beyond.
- i. Schmoozes with district and external staffers so they will be helpful with paperwork and process.
- j. Is resourceful in bringing additional human and financial resources into the school.

2 - Developing

- a. Explores macro strategies that might improve achievement.
- b. Creates a schedule that ensures smooth transitions during each week.
- c. Tries to supervise student entry, dismissal, transitions, and meal times.
- d. Works with custodial staff to keep the campus is clean and safe, but there are occasional lapses.
- e. Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.
- f. Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.
- g. Manages budget and finances with few errors, but misses opportunities to support the strategic plan.
- h. Meets minimum compliance and reporting responsibilities with occasional lapses.
- i. Is correct and professional with district and external staff but does not enlist their active support.
- j. Occasionally raises additional funds or finds volunteers to help out.

1 - Novice

- a. Sticks with the status quo for fear of alienating teachers.
- b. Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
- c. Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
- d. Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
- e. Makes decisions with little or no consultation, causing frequent resentment and morale problems.
- f. Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt learning.
- g. Makes errors in managing the budget and finances and misses opportunities to further the mission.
- h. Has difficulty keeping the school in compliance and district and other external requirements.
- i. Is sometimes in conflict with district and external staff and does not get their full cooperation.
- j. Is resigned to working with the standard school budget, which doesn't seem adequate.

Comments:

Evaluation Summary Page

Principal's name: _____ School year: _____

School: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Diagnosis and Planning:

Expert Proficient Needs Improvement Does Not Meet Standards

B. Priority Management and Communication:

Expert Proficient Needs Improvement Does Not Meet Standards

C. Curriculum and Data:

Expert Proficient Needs Improvement Does Not Meet Standards

D. Supervision and Professional Development:

Expert Proficient Needs Improvement Does Not Meet Standards

E. Discipline and Parent Involvement:

Expert Proficient Needs Improvement Does Not Meet Standards

F. Management and External Relations:

Expert Proficient Needs Improvement Does Not Meet Standards

OVERALL RATING: Expert Proficient Needs Improvement Does Not Meet Standards

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY PRINCIPAL:

Supervisor's signature: _____ Date: _____

Principal's signature: _____ Date: _____

(The principal's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Sample page using **highlighter** approach to scoring

The principal:

4 - Expert

- k. Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.
- l. Deals effectively with anything that interferes with learning, and actively prevents recurrences.
- m. Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.
- n. Ensures that staff are masters of positive discipline and sensitive handling of student issues.
- o. Leads a proactive effort to get counseling, mentoring, and other supports for all high-risk students.
- p. Makes families feel welcome and respected, responds to concerns, and maximizes their contributions.
- q. Ensures that parents know weekly learning goals and involves them in helping their children learn.
- r. Makes sure that parents get frequent, user-friendly progress reports with ideas for improvement.
- s. Maximizes productive parent-teacher communication, especially on children's academic progress.
- t. Provides effective safety-net programs for all students with inadequate home support.

3 - Proficient

- k. Sets expectations for student behavior and establishes schoolwide routines and consequences.
- l. Deals effectively with disruptions to learning and looks for underlying causes.
- m. Praises students who behave well and achieve at high levels, and works to build school spirit.
- n. Uses a variety of approaches to build staff skills in discipline and handling student issues.
- o. Identifies struggling students and organizes support services to meet their needs.
- p. Makes parents feel welcome, listens to their concerns, and ask them to contribute to school goals.
- q. Informs parents of monthly curriculum goals and ways they can support their children's learning.
- r. Has teachers send home regular reports on students' progress and areas for improvement.
- s. Works to improve parent-teacher communication and the quality of report card conferences.
- t. Provides safety-net programs for most students whose parents do not provide adequate support.

2 - Developing

- k. Urges staff to demand good student behavior, but allows different standards in different classrooms.
- l. Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.
- m. Reinforces good behavior and academic achievement and provides cheerleading for the school.
- n. Organizes workshops and suggests articles and books on classroom management.
- o. Tries to get crisis counseling for highly disruptive and troubled students.
- p. Reaches out to parents, asks for their help, and tries to understand when they are critical.
- q. Sends home information on the school's curriculum and general ideas on ways to help at home.
- r. Makes sure that report cards are filled out correctly and given to all parents.
- s. Schedules time for parents to speak to teachers about report cards.
- t. Provides ad hoc, occasional support for students who are not adequately supported at home.

1 - Novice

- k. Often tolerates discipline violations and enforces the rules inconsistently.
- l. Tries to deal with disruptive students but is swamped by the number of problems.
- m. Rarely praises students and fails to build school pride.
- n. Urges teachers to get better at classroom management.
- o. Works to expel or transfer out highly disruptive and troubled students.
- p. Makes little effort to reach out to families and is defensive when parents express concerns.
- q. Sends home an annual list of grade-level learning expectations.
- r. Monitors the quality of report cards.
- s. Allows report cards to be sent home with little opportunity for parent/teacher communication.
- t. Is unable to provide assistance for students with inadequate home support.

Comments:

Spreadsheet of Rubric Scores of 12 Principals for PD Purposes

	<i>A. Diagnosis and Planning</i>	<i>B. Priority Management and Communication</i>	<i>C. Curriculum and Data</i>	<i>D. Supervision and Professional Development</i>	<i>E. Discipline and Parent Involvement</i>	<i>F. Management and External Relations</i>	
Blenda Johnson	3	3	3	1	3	3	16
Henry Rodriguez	3	4	3	3	3	3	19
Henrietta Moreton	3	3	3	2	3	3	17
Priscilla Robb	4	4	4	4	4	4	24
Carlton Robinson	3	3	3	2	3	4	18
Kim Stavus	3	3	3	1	3	4	17
Brazil Moore	3	3	3	2	3	3	17
Marvin Marcus	4	4	4	4	4	4	24
Sartina Useem	3	3	3	2	3	3	17
David Boggs	3	3	3	1	3	3	16
Nancy Marshall	2	3	2	1	2	1	11
Totals	34	36	34	23	34	35	