



EVALUATION RUBRICS FOR PRINCIPALS

***Leadership Development
and Support***



**West Virginia Board of Education
2024-2025**

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LEVELS OF PERFORMANCE

Four distinct levels of performance are used to describe the quality of school leaders in West Virginia schools. Rubrics guide the determination of specific performance levels.

Performance level ratings may fluctuate from year to year due to a variety of circumstances, such as changes in content or grade level. Evaluators select a performance level from the rubric that best describes current, actual educator practice—not a future expectation—for a particular element. Connecting the performance level to actual practice is especially important when choosing between two adjoining performance levels. For example, emerging performance is clearly different from unsatisfactory performance. Educators likewise select from the rubric a performance level that best describes current practice when completing the self-reflection. West Virginia Professional Leadership Standards may offer additional insight into selecting an appropriate performance level for self-reflection or evaluation.

Distinguished	Accomplished	Emerging	Unsatisfactory
Administrative practices that are consistently exceptional	Administrative practices that consistently meet basic competency	Administrative practices that do not consistently meet basic competencies, but demonstrate adequate growth toward meeting standards during the evaluation period	Administrative practices that are consistently inadequate and/or unacceptable

PROFESSIONAL LEADERSHIP STANDARDS

STANDARD 1: INTERPERSONAL AND COLLABORATIVE SKILLS

Element 1 - The school leader demonstrates effective and professional interpersonal and collaborative skills.

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The school leader</p> <ul style="list-style-type: none"> › collaborates to communicate a variety of information through multiple media to stakeholders › develops leadership among a wide variety of high-functioning collaborative teams to generate student-centered solutions › resolves conflicts to ensure the best interests of students and the school by establishing relationships built on high levels of mutual trust and respect 	<p>The school leader</p> <ul style="list-style-type: none"> › communicates a variety of information with stakeholders › distributes leadership among a variety of collaborative teams to generate student-centered solutions › resolves problems and conflicts in a fair and consistent manner by establishing relationships built on trust and respect 	<p>The school leader</p> <ul style="list-style-type: none"> › communicates only school activities to stakeholders › informs existing collaborative teams and allows limited contribution to decision making › creates and implements processes to resolve problems and/or conflict with inconsistent resolution 	<p>The school leader</p> <ul style="list-style-type: none"> › does not communicate with stakeholders › does not inform existing collaborative teams or allow contributions to decision making › is not aware of potential problems and/or conflict or has a pattern of ineffective resolution

STANDARD 2: CLEAR AND FOCUSED LEARNING MISSION

Element 2 - The school leader facilitates the development of the strategic plan including a clear vision, mission, and goals.

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The school leader</p> <ul style="list-style-type: none"> › takes the lead to facilitate the collaborative work of stakeholders as they develop the strategic plan based on student needs › ensures that staff understands the strategic plan in order to focus their decision making › engages in critical conversations and collaborative actions with teachers individually and in teams 	<p>The school leader</p> <ul style="list-style-type: none"> › develops the strategic plan collaboratively with all stakeholders based on student needs › ensures that the strategic plan drives decision making › engages in conversations and collaborative actions with selected school personnel 	<p>The school leader</p> <ul style="list-style-type: none"> › develops the strategic plan with limited stakeholder and minimal analysis of student needs › uses the strategic plan inconsistently to make decisions › engages in periodic conversations with selected school personnel and takes action in some instances 	<p>The school leader</p> <ul style="list-style-type: none"> › does not work with staff/ stakeholders to develop a strategic plan based on student needs › does not use the strategic plan to make decisions › does not engage in conversations and collaborative actions with school personnel

STANDARD 3: RIGOROUS CURRICULUM, ENGAGING INSTRUCTION AND BALANCED ASSESSMENT

Element 3 - The school leader demonstrates instructional leadership to establish and support a student-centered learning environment.

Distinguished	Accomplished	Emerging	Unsatisfactory
The school leader <ul style="list-style-type: none">› extensively analyzes multiple data sources to make instructional decisions› sustains and supports student self-direction and accountability to personalize learning› continuously monitors and collaborates with others to improve instruction and assessment to align with state-approved curricula	The school leader <ul style="list-style-type: none">› analyzes data to make instructional decisions› promotes student self-direction and accountability to personalize learning› continuously monitors and provides feedback to ensure that instruction and assessment align with state-approved curricula	The school leader <ul style="list-style-type: none">› makes instructional decisions that are not always data driven› encourages personalized learning although mainly teacher-directed› monitors instruction and assessment to align with state-approved curricula	The school leader <ul style="list-style-type: none">› does not make instructional decisions› does not value personalized learning› does not monitor instruction and assessment to align with state-approved curricula

STANDARD 4: POSITIVE LEARNING CLIMATE AND COHESIVE CULTURE

Element 4 - The school leader builds and sustains a safe and positive climate and cohesive culture.

Distinguished	Accomplished	Emerging	Unsatisfactory
The school leader <ul style="list-style-type: none">› works with others to create, implement, and monitor processes and structures for maintaining a positive school culture› works with stakeholders, including students and community members, to use various techniques for monitoring the school culture› sets high expectations for a well-coordinated approach where students and teachers are accountable for ensuring all school activities add value to student learning, character and citizenship	The school leader <ul style="list-style-type: none">› works with others to create and implement processes and structures for maintaining a positive school culture› works with staff and students to use various techniques for monitoring the school culture› sets high expectations through a well-coordinated approach and ensures that all school activities add value to student learning, character and citizenship	The school leader <ul style="list-style-type: none">› creates basic processes and structures for maintaining a positive school culture› monitors the school culture› coordinates all school activities to ensure value to student learning, character and citizenship inconsistently	The school leader <ul style="list-style-type: none">› does not maintain a positive school culture› does not monitor the school culture› does not have a coordinated approach to ensure that all school activities add value to student learning, character and citizenship

STANDARD 5: PROFESSIONAL GROWTH AND RETENTION OF QUALITY STAFF

Element 5 - The school leader identifies, supports and participates in professional development and promotes professional growth to retain high quality staff.

Distinguished	Accomplished	Emerging	Unsatisfactory
The school leader <ul style="list-style-type: none">› distributes leadership wherein staff actively designs and implements targeted professional development to meet the needs of staff and students using multiple modes of delivery› actively seeks to improve effectiveness by participating in professional development and other professional learning opportunities› utilizes the evaluation system to maximize professional growth of staff members to improve instructional practices within the school	The school leader <ul style="list-style-type: none">› creates and implements processes and structures that consistently target professional development to better meet the needs of staff and students› demonstrates a commitment to self- improvement by actively participating in professional development to encourage personal growth› consistently manages and/or conducts staff evaluations and helps provide supports for professional growth	The school leader <ul style="list-style-type: none">› understands the need to target professional development but has yet to create processes and structures to ensure consistent implementation› understands the need to improve effectiveness and sometimes participates in professional development opportunities› manages and/or completes staff evaluations	The school leader <ul style="list-style-type: none">› does not target professional development to improve performance to better meet the needs of students and staff› does not participate in professional development or other learning opportunities to improve effectiveness› does not manage and/or complete staff evaluations

STANDARD 6: SUPPORT SYSTEMS FOR STUDENT SUCCESS

Element 6 - The school leader creates and supports practices that address students' physical, social/emotional and academic needs.

Distinguished	Accomplished	Emerging	Unsatisfactory
The school leader <ul style="list-style-type: none">› works with others to create, implement, and monitor processes and structures for addressing students' physical, social/ emotional and academic needs› uses creative approaches to actively seek additional school and community resources to address individual student needs that result in positive student outcomes	The school leader <ul style="list-style-type: none">› works with others to create and implement processes and structures for addressing students' physical, social/ emotional and academic needs› leverages school and community resources to address individual student needs that result in positive student outcomes	The school leader <ul style="list-style-type: none">› creates basic processes and structures for addressing students' physical, social/ emotional and academic needs› leverages school resources to address individual student needs that result in positive student outcomes	The school leader <ul style="list-style-type: none">› does not meet the needs of students› does not leverage school resources to address individual student needs that result in positive student outcomes

STANDARD 7: OPERATIONS TO PROMOTE LEARNING

Element 7 - The school leader demonstrates a proactive approach in effectively managing the resources and operations of the school.

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The school leader</p> <ul style="list-style-type: none"> › works with others to create, implement, and monitor processes to manage resources and operations › proactively monitors and identifies gaps in resources using various forms of data from multiple sources to address students' needs and interests 	<p>The school leader</p> <ul style="list-style-type: none"> › works with others to create and implement processes and structures to manage resources and operations › utilizes data to adjust and maximize resources to address students' needs 	<p>The school leader</p> <ul style="list-style-type: none"> › creates or implements processes and structures to manage resources and operations › is concerned about maximizing resources to address students' needs 	<p>The school leader</p> <ul style="list-style-type: none"> › does not create or implement structures and processes to effectively manage resources and operations › does not work to maximize resources to address students' needs

STANDARD 8: FAMILY AND COMMUNITY CONNECTIONS

Element 8 - The school leader communicates and creates partnerships to engage students, staff, families, and the community.

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The school leader</p> <ul style="list-style-type: none"> › collaborates with school stakeholders to establish comprehensive processes and structures that support positive partnerships between families and the school where all collaborate to support student success and well being › proactively interacts with stakeholders and empowers them to take ownership in the school › develops and maintains relationships with stakeholders to engender goodwill and garner resources to support the school's mission 	<p>The school leader</p> <ul style="list-style-type: none"> › works with staff to welcome families into the school community and builds structures and processes to engage parents › interacts appropriately with stakeholders and some opportunities are provided for ownership in the school › creates positive connections between the school and its stakeholders 	<p>The school leader</p> <ul style="list-style-type: none"> › has minimal interactions with stakeholders › works to create some positive connections between the school and its stakeholders 	<p>The school leader</p> <ul style="list-style-type: none"> › does not positively contribute to the relationship between the school and its stakeholders

STANDARD 9: CONTINUOUS IMPROVEMENT

Element 9 - The school leader ensures continuous improvement through the implementation and monitoring of the strategic plan.

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The school leader</p> <ul style="list-style-type: none">› collaborates with stakeholders to facilitate and develop continuous improvement processes that lead to school reform› collaborates with staff to continuously analyze data and revise the strategic plan when appropriate› constantly investigates and implements best practices in school improvement to maximize strategic plan outcomes› engages in self reflection that leads to continuous improvement and exemplifies professionalism	<p>The school leader</p> <ul style="list-style-type: none">› facilitates continuous improvement efforts› continuously analyzes data and revises the strategic plan when appropriate› uses the strategic plan as a tool for continuous school improvement› engages in self reflection and sets improvement goals	<p>The school leader</p> <ul style="list-style-type: none">› attempts to facilitate continuous improvement efforts› periodically analyzes data to evaluate the strategic plan› inconsistently uses the strategic plan as a tool for continuous improvement› uses self reflection on a limited basis to drive improvement	<p>The school leader</p> <ul style="list-style-type: none">› does not recognize the need for continuous improvement› does not evaluate the strategic plan for relevance› does not recognize the strategic plan as a tool for continuous improvement› does not engage in self reflection that leads to continuous improvement

STUDENT LEARNING

School leaders present specific evidence of their schools’ progress in learning through multiple measures as part of the student learning performance standard. The student learning goal is specific to the school’s unique context. However, the student learning goal-setting process is standardized for all educators with quality checks to ensure student learning is part of an overall educator evaluation that is rigorous, consistent and equitable. All evidence for the Student Learning performance standard must meet three criteria based on federal requirements:

- › Two data points
- › Rigorous
- › Comparable across schools

Two data points refer to the need to demonstrate measurable progress within the student learning performance standard. Therefore, two data points are predetermined within the instructional year in which each school leader measures student learning. Adequate time, instruction, formative assessments used to change instruction, and intervention/enrichment to address individual needs should occur between the two data points.

Rigorous assessments must be aligned with the West Virginia Next Generation content standards and challenge all learners.

Comparable across schools means the assessments that are used to validate progress can be consistently applied in a variety of contexts.

Student Learning is the single, most important goal of education. Many factors affect students’ quality of life and readiness to learn. The quality of leadership is an important school-related factor that directly impacts student learning. The work of the school leader constitutes multiple dimensions that contribute to student achievement. This performance standard requires school leaders to demonstrate school success through multiple measures. The Evaluation System for School Leaders honors the professional commitment and hard work necessary for West Virginia students to achieve at high levels. It recognizes student growth in schools across diverse social and academic contexts.

STANDARD 10: STUDENT LEARNING			
Element 10.1 - The work of the school leader results in measurable progress of student learning through state-approved curricula.			
Distinguished	Accomplished	Emerging	Unsatisfactory
Evidence from multiple measures over multiple years consistently validates progress of student learning of appropriate state-approved curricula.	Evidence from multiple measures consistently validates progress of student learning of the appropriate state-approved curricula.	Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula.	Evidence from multiple measures does not validate progress of student learning of appropriate state-approved curricula.

PROFESSIONAL CONDUCT

Professional Conduct reflects the understanding that teaching is both a demanding and rewarding profession that involves a serious commitment to the highest standards of public service. This performance standard sets clear criteria for those competencies and habits-of-mind without which professional teaching simply cannot occur. The Professional Conduct standard allows educators to address areas of concern without necessitating an improvement plan. The Professional Conduct performance standard does not, however, supplant code and policy to which educators remain fully accountable and is not determinative of whether behavior is correctable. Certain violations may be cured by implementation of an improvement plan; others will require immediate action.

STANDARD 11: PROFESSIONAL CONDUCT			
<i>Element 11.1: The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district and school level.</i>			
	Meets Standard	Below Standard	Unsatisfactory
Policy and Procedure	Adheres to state, district and school policy and procedure	Adheres to state, district and school policy and procedure with few exceptions	Demonstrates a pattern of violating state, district or school policy and procedure
Attendance	Adheres to state, district and school attendance policy and procedure	Adheres to state, district and school attendance policy and procedure with few exceptions	Demonstrates a pattern of absences that violate state, district or school attendance policy and procedure
Schedule	Adheres to state, district and school work schedule policy and procedure	Adheres to state, district and school work schedule policy and procedure with few exceptions	Demonstrates a pattern of failure to adhere to the work schedule defined by state, district or school policy and procedure
Respect	Interacts professionally with students, parents/guardians, colleagues and community	Interacts professionally with students, parents/guardians, colleagues and community with few exceptions	Demonstrates a pattern of behavior with students, parents/guardians, colleagues and/or community which is unprofessional



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