



BYRON CENTER CHARTER SCHOOL

Every Student by Name and Need



Rubric for Evaluating Byron Center Charter School Leader

This form should be used by the Board of Directors to evaluate the School Leader's performance

Name: _____

School Year: _____

Key: I-Ineffective M- Minimally Effective E-Effective H-Highly Effective

Standard 1: Continuous Improvement

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals

	I	M	E	H	Comments
1.1 Principal facilitates the articulation and realization of a shared vision of continuous improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Principal leads the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3 Principal leads the change process for continuous improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4 Principal anticipates, monitors, and responds to educational developments that affect school issues and environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Standard 2: Instruction

Principal supports the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students

	I	M	E	H	Comments
2.1 Principal ensures that the instructional content that is taught is aligned with the Michigan academic content standards and curriculum priorities in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2 Principal ensures instructional practices are effective and meet the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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2.3 Principal advocates for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 Principal knows, understands, and shares relevant research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5 Principal understands, encourages, and facilitates the effective use of data by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6 Principal supports staff in planning and implementing research based professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Standard 3: Learning Environment

Principal allocates resources and manage school operations in order to ensure a safe and productive learning environment

	I	M	E	H	Comments
3.1 Principal establishes and maintains a safe school environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 Principal creates a nurturing learning environment that addresses the physical and mental health needs of all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3 Principal allocates resources, including technology, to support student and staff learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4 Principal institutes procedures and practices to support staff and students and establish an environment that is conducive to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5 Principal understands, upholds and models professional ethics, policies, and legal codes of professional conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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Standard 4: Collaboration

Principals establishes and sustains collaborative learning and shared leadership to promote learning and achievement of all students.

	I	M	E	H	Comments
4.1 Principal promotes a collaborative learning culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2 Principal shares leadership with staff, students, parents and community members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3 Principal develops and sustains leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Standard 5: Stakeholder Engagement

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

	I	M	E	H	Comments
5.1 Principal uses community resources to improve student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2 Principal involves parents and community members in improving student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3 Principal connects the school and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4 Principal establishes expectations for the use of culturally responsive practices that acknowledge and value diversity					

Other Comments or Suggestions:



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Principal Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____