**Appendix H: Principal - Definitions of Performance Levels**

***Definitions of Performance Levels***

The rubric provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from *ineffective to exemplary*. The use of the scale enables superintendents to acknowledge effective performance (i.e., *exemplary* and *accomplished*) and provides two levels of feedback for principals not meeting expectations (i.e., *developing* and *ineffective*). The definitions offer general descriptions of the performance levels. *Note:* Principals are expected to perform at the *accomplished* level.

*Definitions of Terms used in Performance Levels*

| **Cat.** | **Description** | **Definition** |
| --- | --- | --- |
| **Exemplary** | The principal performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the school’s mission and goals. This rating is reserved for performance that is truly exemplary. | Exceptional performance:   * sustains high performance * empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate * serves as a role model to others |
| **Accomplished** | The principal meets the performance standard in a manner that is consistent with the school’s mission and goals. | Proficient performance:   * consistently meets the requirements contained in the job description * engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate * demonstrates willingness to learn and apply new skills |
| **Developing** | The principal is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the principal’s performance is lacking in a particular area (i.e., needs improvement).The principal often performs less than required in the established performance standard or in a manner that is inconsistent with the school’s mission and goals. | Below acceptable performance:   * requires support in meeting the standards * results in less than expected quality of student academic progress * requires principal professional growth be jointly identified and planned between the principal and superintendent |
| **Ineffective** | The principal consistently performs below the established performance standard or in a manner that is inconsistent with the school’s mission and goals. | Unacceptable performance:   * does not meet the requirements contained in the job description * results in minimal student academic progress * may contribute to a recommendation for the employee not being considered for continued employment |