Principal Evaluation Rubric

by Kim Marshall – Revised March 9, 2024

Rationale and suggestions for implementation

1. This rubric is organized around six domains covering all aspects of a principal's job performance:
   A. Strategy
   B. First Things First
   C. Curriculum and Data
   D. Talent Development
   E. Culture
   F. Management
The rubric uses a four-level rating scale with the following labels:
   Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

2. The rubric is designed to give principals and other school-based administrators an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. The rubric is not a checklist for school visits. To knowledgeably evaluate a principal at the end of a school year, a supervisor needs to have been in the school frequently, had lots of formative feedback conversations, and looked a numerous artifacts. It is irresponsible to fill out the rubric based on one or two visits and without ongoing dialogue.

3. The rubric covers principals' actions, not their personal qualities. Underlying these 54 manifestations of leadership are the principal's vision, firm beliefs, access to research and a network of support, interpersonal and communication skills, cultural competence, courage, decisiveness, resilience, and wisdom.

4. The *Effective* level describes solid, expected professional performance; any administrator should be pleased to be rated at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria. *Improvement Necessary* indicates that performance has real deficiencies and must improve (although some novice administrators might start here). And performance at the *Does Not Meet Standards* level is clearly unacceptable and will lead to dismissal if it is not quickly improved.

5. Start by reading the *Effective* level on each line, and if that describes the principal's performance, circle or highlight it – or go left or right to find the best description. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall rating at the bottom of each page with brief comments, and then record all the ratings and overall comments on the summary page.

6. Evaluation conferences are greatly enhanced if the supervisor and administrator fill out the rubric in advance and then meet and compare page by page. Of course the supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate rating for each criterion. Supervisors should go into evaluation process with some humility since they can't possibly know everything about an administrator's complex world. Similarly, administrators 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 this rubric, but clearly it's directly linked to school leadership. How student results factor into evaluation is for each district or governing board to decide.

7. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help an administrator improve. The kindest thing for an underperforming administrator is give candid, evidence-based feedback and robust follow-up support. Honest ratings for all the administrators in a district can be aggregated into a spreadsheet that can give an overview of leadership development needs (see page 9 and 10 for a spreadsheet of all six domains and details of one).

A. Strategy

The principal:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Team	Recruits a strong and diverse leadership team and develops its skills and commitment to a high level.	Recruits and develops a diverse leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
b. Diagnosis	Involves stakeholders in a comprehensive diagnosis of the school's strengths and areas for growth.	Thoroughly assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
c. Gap	Challenges colleagues by presenting the gap between current student data and a vision for college/career success.	Motivates colleagues by comparing students' current achievement with external standards.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
d. Mission	Wins staff and student buy-in for a succinct, inspiring, results-oriented mission statement.	Produces a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a boiler-plate mission statement that few colleagues remember.	Does not share a mission statement.
e. Theory	Wins staff ownership for a robust, research-based theory of action for improving student achievement.	Researches and writes a convincing theory of action for improving achievement.	Accepts colleagues' current notions of how student achievement can be improved.	Says that hard work improves achievement, but shows doubts that progress can be made.
f. Plan	Collaboratively crafts and wins support for a bold multi-year strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Produces a bureauceatic, non-accountable strategic plan.	Recyles the previous year's bureaucratic, non-accountable strategic plan.
g. Support	Fosters urgency and responsibility among all stakeholders for achieving annual and long-range goals.	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership and support.
h. Enlisting	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.	Effectively manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
i. Revision	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

Overall rating:_____ **Comments:**

B. First Things First

The principal:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a mental list of tasks to be accomplished each day, but often loses track.
b. Communication	Successfully communicates goals to all stakeholders by skillful use of a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletter, digital) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator and others are often left guessing about policies and direction.
c. Outreach	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
d. Follow-up	Has a foolproof system for capturing key data, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Captures key information but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
e. Expectations	Has staff buy-in for high expectations for management, discipline, and cultural competence.	Makes sure staff know what is expected for management procedures, student discipline, and cultural competence.	Periodically reminds teachers of policies on management procedures, student discipline, and cultural competence.	Is constantly reminding and correcting staff about management, student discipline, and cultural competence.
f. Delegation	Has highly competent people in key roles, trusts them, and publicly appreciates their work.	Delegates appropriate tasks to competent staff members, monitors progress, and praises good work.	Doesn't delegate some tasks that should be done by others.	Tries to do almost everything him- or herself.
g. Meetings	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
h. Prevention	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
i. Efficiency	Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.

Overall rating:_____ **Comments:**

C. Curriculum and Data

The principal:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Expectations	Gets teacher buy-in on clear, standards-aligned grade and course goals with exemplars of proficient work.	Ensures that teachers know the knowledge and skills students should master by the end of each year.	Refers teachers to district or national scope-and-sequence documents for curriculum direction.	Leaves teachers without clear direction on student learning outcomes for their grades and courses.
b. Baselines	Ensures that all teams use assessment data from the previous year and/or fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and/or asks them to assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide baseline test data to teachers.
c. Targets	Gets each grade-level/subject team invested in reaching SMART year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
d. Materials	Ensures that all teachers have high-quality, culturally responsive curriculum materials and technology.	Procures effective and culturally responsive curriculum materials and technology for key subject areas.	Works to procure good curriculum materials but quality control is lacking.	Leaves teachers to fend for themselves with curriculum materials.
e. Interims	Ensures that high-quality, aligned, common assessments are regularly given by all teacher teams.	Orchestrates common assessments to monitor student learning several times a year.	Suggests that teacher teams give common assessments to check on student learning.	Doesn't insist on common assessments, allowing teachers to use their own classroom tests.
f. Analysis	Orchestrates high-quality data/action team meetings and thoughtful reflection after each assessment.	Monitors teams as they analyze assessment data, asking *what* students got wrong and *why*.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not ensure that teacher teams analyze test results during the year.
g. Follow-Up	Gets teams following up assessments with effective reteaching, tutoring, and enrichment.	Has teams follow up each interim assessment with reteaching and enrichment.	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow-up after tests.
h. Monitoring	Uses grades, attendance, and behavior data to drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.
i. Celebration	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own student gains.	Draws attention to student, classroom, and schoolwide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

Overall rating:_____ **Comments:**

D. Talent Development

The principal:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Meetings	In meetings, gets teachers invested in discussing results, sharing effective strategies, and building trust and collegiality.	Uses staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and address staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.
b. Ideas	Ensures that colleagues are current on the professional literature and continuously explore effective practices.	Reads widely, shares ideas, and fosters an on-going, schoolwide discussion of effective practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
c. Growth	Orchestrates high-quality PD, coaching, mentoring, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Orchestrates staff development workshops that often do not engage staff or improve instruction.	Provides occasional PD, leaving teachers mostly on their own with professional growth.
d. Teams	Gets teams to take ownership for using data and student work to drive continuous refinement of teaching.	Orchestrates regular teacher team meetings as a key forum for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation.
e. Units	Ensures that teachers backwards-design high-quality, standards-aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
f. Coaching	Visits several classrooms a day and gives prompt, helpful, face-to-face feedback to each teacher.	Visits to a few classrooms almost every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Observes teachers only in annual or bi-annual formal evaluation visits.
g. Courage	Skillfully and courageously engages in difficult conversations with less-than-effective teachers, helping them improve.	Provides redirection and support to teachers who are less than effective.	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
h. Accountability	Counsels out or dismisses ineffective teachers, scrupulously following contractual requirements.	Counsels out or dismisses most ineffective teachers, following contractual requirements.	Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.
i. Staffing	Recruits, hires, onboards, supports, and retains highly effective, diverse teachers who share the school's vision.	Recruits, hires, onboards, and retains effective, diverse teachers.	Recruits and hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.

Overall rating:_____ **Comments:**

E. Culture

The principal:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Expectations	Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
b. Discipline	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.
c. Celebration	Publicly celebrates kindness, effort, and improvement, building students' pride in their school.	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.
d. Training	Ensures that staff are skilled in positive discipline, cultural competence, and sensitive handling of student issues.	Organizes PD and suggests articles and books on classroom management and cultural competence.	Exhorts teachers to get better at classroom management and be culturally competent.	Does little to build teachers' skills in classroom management and cultural competence.
e. Support	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and gets effective support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
f. Families	Makes families feel welcome and respected, responds to concerns, and gets some actively involved in the school.	Makes parents feel welcome, listens to their input, and works to get them involved.	Reaches out to parents and tries to understand when they have concerns.	Makes little effort to reach out to families and is defensive when parents express concerns.
g. Curriculum	Informs parents of grade and course learning expectations and specific ways they can support their children's learning.	Makes sure teachers tell parents what their children are learning and ways to support the curriculum at home.	Informs parents of grade-level learning expectations.	Does not inform parents of the school's learning expectations.
h. Conferences	Orchestrates student-led conferences in which parents and students see specific next steps for improvement.	Maximizes the number of helpful parent/teacher conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
i. Outreach	Runs an effective school website and uses digital media to showcase the school and communicate with families.	Sends a periodic school newsletter and asks teachers to have regular communication of their own.	Urges teachers to communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.

Overall rating:_____ **Comments:**

F. Management

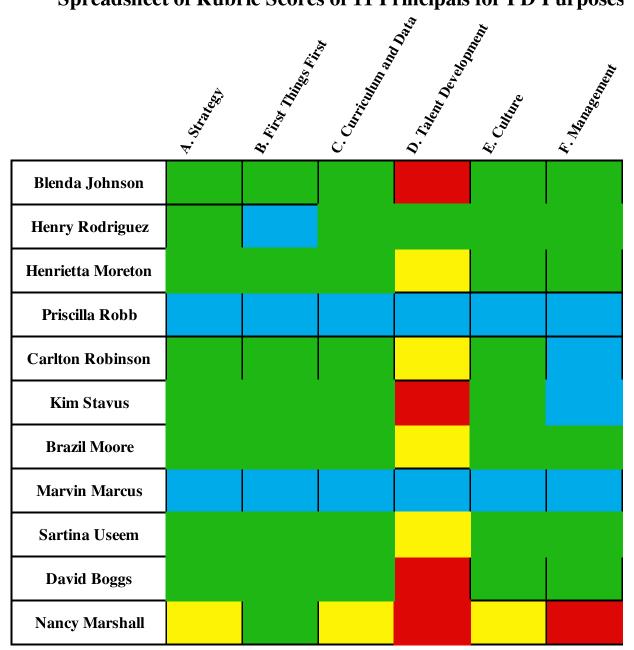| The principal:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Ethics	Sets a stellar example through impeccably ethical, professional, and culturally sensitive behavior.	Acts in an ethical and culturally competent manner and expects colleagues to do the same.	Is not sufficiently attentive to ethical standards and cultural competency, giving mixed messages to staff.	Sometimes acts unethically and/or in a culturally insensitive manner, setting a poor example for colleagues.
b. Scheduling	Creates an equitable schedule that maximizes learning time, teacher collaboration, and smooth transitions.	Creates an equitable schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
c. Movement	Ensures efficient, orderly, and friendly student entry, dismissal, meal times, transitions, and recesses.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently monitors student entry, dismissal, transitions, and meal times, resulting in some problems.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
d. Maintenance	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
e. Transparency	Is transparent about how and why decisions are made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing resentment and morale problems.
f. Bureaucracy	Deftly handles bureaucratic, contractual, compliance, and legal issues and leverages them to support teaching.	Efficiently manages bureaucratic, contractual, compliance, and legal issues.	Sometimes allows bureaucratic, contractual, compliance, and legal issues to distract teachers.	Frequently mishandles bureaucratic, contractual, compliance, and legal issues in ways that disrupt learning.
g. Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses chances to support the strategic plan.	Makes errors in managing the budget and finances to the detriment of teaching and learning.
h. Relationships	Builds strong bonds with key district and external personnel and gets them excited about the school's mission.	Builds relationships with district and external staffers so they will be helpful with paperwork and process.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support.
i. Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

Overall rating:_____ **Comments:**

Evaluation Summary Page

Principal's name: _____ School year: _____

School: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL DOMAINS:

A. Strategy:

      Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

B. First Things First:

      Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

C. Curriculum and Data:

      Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

D. Talent Development:

      Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

E. Culture:

      Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

F. Management:

      Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

OVERALL RATING:

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY ADMINISTRATOR:

Supervisor's signature: _____ Date: _____

Administrator's signature: _____ Date: _____

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

Spreadsheet of Rubric Scores of 11 Principals for PD Purposes

	A. Strategy	B. First Things First	C. Curriculum and Data	D. Talent Development	E. Culture	F. Management
Blenda Johnson	Green	Green	Green	Red	Green	Green
Henry Rodriguez	Green	Blue	Green	Green	Green	Green
Henrietta Moreton	Green	Green	Green	Yellow	Green	Green
Priscilla Robb	Blue	Blue	Blue	Blue	Blue	Blue
Carlton Robinson	Green	Green	Green	Yellow	Green	Blue
Kim Stavus	Green	Green	Green	Red	Green	Blue
Brazil Moore	Green	Green	Green	Yellow	Green	Green
Marvin Marcus	Blue	Blue	Blue	Blue	Blue	Blue
Sartina Useem	Green	Green	Green	Yellow	Green	Green
David Boggs	Green	Green	Green	Red	Green	Green
Nancy Marshall	Yellow	Green	Yellow	Red	Yellow	Red

D. Talent Development

	a. Meetings	b. Ideas	c. Growth	d. Teams	e. Units	f. Coaching	g. Courage	h. Accountability	i. Staffing
Blenda Johnson	Yellow	Yellow	Red	Red	Yellow	Red	Red	Yellow	Red
Henry Rodriguez	Green	Green	Yellow	Yellow	Green	Yellow	Green	Green	Green
Henrietta Moreton	Yellow	Yellow	Red	Yellow	Yellow	Yellow	Green	Yellow	Yellow
Priscilla Robb	Blue	Green	Green	Blue	Green	Blue	Green	Blue	Green
Carlton Robinson	Yellow	Green	Red	Red	Yellow	Red	Yellow	Red	Yellow
Kim Stavus	Red	Yellow	Yellow	Yellow	Red	Red	Red	Red	Yellow
Brazil Moore	Yellow	Green	Red	Red	Green	Yellow	Yellow	Yellow	Yellow
Marvin Marcus	Blue	Blue	Green	Green	Blue	Blue	Green	Blue	Green
Sartrina Useem	Green	Yellow	Red	Yellow	Yellow	Red	Green	Yellow	Yellow
David Boggs	Yellow	Yellow	Red	Red	Yellow	Red	Yellow	Red	Red
Nancy Marshall	Red	Yellow	Red	Red	Yellow	Red	Yellow	Red	Yellow

Sources

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Acknowledgements