Principal/Assistant Principal Summary Evaluation Worksheet

This form should be completed by the evaluator prior to the final evaluation and goal-setting meeting held each spring. The principal/assistant principal and evaluator should discuss the contents of this form, the accompanying Summary Evaluation Sheet, and the Goal-Setting Form and agree on the professional practices ratings as well as the recommended actions for improvement, resources needed to accomplish those actions, and a determination of how the school administrator and evaluator will know improvements have been made.

QUALITY STANDARD I Principals Demonstrate Strategic Leadership	B	PP	P	A	E
A. School Vision, Mission and Strategic Goals: Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations, and facilitate their integration into the life of the school community.					
B. School Plan: Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students, and provides for data-based progress monitoring.					
C. Leading Change: Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes for all students.					
D. Distributive Leadership: Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among Teachers and Administrators.					
Overall Rating for Standard I					

Comments:	Artifacts that may be used to support rating:
    Recommended actions for improvement: **Resources needed to complete these actions:**	• Unified Improvement Plan • Number and percent of Ineffective, Effective, and Highly Effective Teachers • Teacher and Staff Feedback • Meeting agendas, minutes, and rosters • Quarterly Reports to SAC • Teacher Lesson Plans • Minutes of planning sessions • Teacher Turnover Rates • Supervisor feedback • Parent and community member feedback • Emails and memos to staff • Parent newsletters • School vision, mission, and goals • Business and/or community resource agreement

QUALITY STANDARD II **Principals Demonstrate Instructional Leadership**	B	PP	P	A	E
A. Curriculum, Instruction, Learning and Assessment: Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.					
B. Instructional Time: Principals create processes and schedules which maximize instructional, collaborative and preparation time.					
C. Implementing High-quality Instruction: Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.					
D. High Expectations for all Students: Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these goals across content areas.					
E. Instructional Practices: Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success.					
Overall Rating for Standard II					

Comments:	Artifacts that may be used to support rating:
	• Unified Improvement Plan
	• Number and percent of Ineffective, Effective, and Highly Effective Teachers
	• Supervisor Feedback
	• Teacher Feedback
	• TELL Survey
	• 360 Survey
Recommended actions for improvement:	• Parent Survey
	• Student Survey
	• Number of teachers improving their practice
Resources needed to complete these actions:	

QUALITY STANDARD III **Principals Demonstrate School Culture and Equity Leadership**					
	B	**PP**	**P**	**A**	**E**
A. Intentional and Collaborative School Culture: Principals articulate, model and positively reinforce a clear vision and values of the school's culture, and involve students, families and staff in creating an inclusive and welcoming climate that supports it.					
B. Commitment to the Whole Child: Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.					
C. Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture, and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.					
D. Efficacy, Empowerment and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and Teachers, and a valid assessment of outcomes.					
Overall Rating for Standard III					

Comments:
 	
Recommended actions for improvement:
 	
Resources needed to complete these actions:
	Artifacts that may be used to support rating:
	
	• Unified Improvement Plan • TELL Survey
	• Number and percent of • 360 Survey
	  Ineffective, Effective, and • Parent Survey
	  Highly Effective Teachers • Student Survey
	• Supervisor Feedback
	• Teacher Feedback

QUALITY STANDARD IV **Principals Demonstrate Human Resource Leadership**					
	B	**PP**	**P**	**A**	**E**
A. Professional Development/Learning Communities: Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.					
B. Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff: Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.					
C. Teacher and Staff Evaluation: Principals evaluate staff performance using the district's educator evaluation system in order to ensure that teachers and staff are evaluated in a fair and equitable manner with a focus on improving teacher and staff performance and, thus, student achievement.					
Overall Rating for Standard IV					

Comments:
 	
Recommended actions for improvement:
 	
Resources needed to complete these actions:
	Artifacts that may be used to support rating:
	
	• Unified Improvement Plan • TELL Survey
	• Number and percent of • 360 Survey
	  Ineffective, Effective, and • Parent Survey
	  Highly Effective Teachers • Student Survey
	• Supervisor Feedback
	• Teacher Feedback

QUALITY STANDARD V
Principals Demonstrate Managerial Leadership

	B	PP	P	A	E
A. School Resources and Budget: Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students.					
B. Conflict Management and Resolution: Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.					
C. Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.					
D. School-wide Expectations for Students and Staff: Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.					
E. Supporting Policies and Agreements: Principals regularly update their knowledge of federal and state laws, and school district and board policies, including negotiated agreements, if applicable, and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.					
F. Ensuring an Orderly and Supportive Environment: Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect and well-being.					
Overall Rating for Standard V					

Comments:	Artifacts that may be used to support rating:
Recommended actions for improvement: **Resources needed to complete these actions:**	• Unified Improvement Plan • Number and percent of Highly Effective, Effective, and Ineffective Teachers • Supervisor Feedback • Teacher Feedback • TELL Survey • 360 Survey • Parent Survey • Student Survey • Number of teachers improving their practice

QUALITY STANDARD VI
Principals Demonstrate External Development Leadership

	B	PP	P	A	E
A. Family and Community Involvement and Outreach: Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.					
B. Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, school district leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, school district and board policies, and negotiated agreements where applicable.					
C. Advocacy for the School: Principals develop systems and relationships to leverage the school district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.					
Overall Rating for Standard VI					

Comments:	Artifacts that may be used to support rating:
Recommended actions for improvement: **Resources needed to complete these actions:**	• Unified Improvement Plan • Supervisor Feedback • Teacher Feedback • TELL Survey • 360 Survey • Parent Survey • Student Survey • Percent and number of Highly Effective, Effective, and Ineffective Teachers • Number of teachers improving their practice