

PRINCIPAL AND ASSISTANT PRINCIPAL EVALUATION COMPONENTS AND FORMS

PART A: EVALUATION FORM FOR PRINCIPAL AND ASSISTANT PRINCIPAL

Name: _____

Evaluation Year: _____

School Assignment/Position: _____

Total Years of Administrative/Teaching Experience: _____

Evaluation of the effectiveness of being an administrator is basic to improved instruction and professional growth. The criteria listed in each category of performance will assist both administrators and evaluators in the evaluation process and in order to draw conclusions regarding the overall effectiveness of administrators. Administrators will be rated as highly effective, effective, improvement necessary, or ineffective based on the evaluation criteria and student growth data.

Evaluators Will Use the Following Rubrics to Score Each Question:

Highly Effective - Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Counselor serves as a model. Areas for professional growth are self-directed. Score = 3

Effective - Performance typically exhibits multiple strengths that favorably impact students and the school climate. Counselor serves as a model in some areas. Areas for professional growth are generally self-directed. Score = 2

Improvement Necessary - Performance typically exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified. Score = 1

Ineffective - Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified, and an improvement plan will be developed. Direct and immediate intervention is required by administrator. Score = 0

Administrator Effectiveness: Administrators know that teacher quality is the most important in-school factor relating to student achievement. Administrators drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, administrators are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness. Scoring is a 3, 2, 1 or 0 for each question with 45 points possible.

- _____1. There is evidence that the administrator exudes high expectations for everyone under their supervision; Learning goals are communicated to parents and stakeholders. (1.3.1)
- _____ 2. The administrator recognizes the efforts of staff to utilize rigorous LIAs to define and lead a school's culture and drive a sense of urgency. A culture of using objective data involving all staff members is exhibited. (1.3.2)
- _____3. Building instructional time and routines are systematically monitored to allow innovative opportunities for increased/enhanced instructional time. (1.3.4)
- _____ 4. Monitoring collaborative efforts and collaborative practices to ensure a constant focus on student learning, solving specific challenges, and holding teams accountable for their results while encouraging a culture where teachers make correction to their instructional approaches based on personal reflection (1.2.3)
- _____ 5. Monitors the effectiveness of the systems involved and/or conducts the recruiting, hiring, and support of effective teachers who are diligent individuals who fit a rigorous school culture. Personnel are placed in positions to ensure that all students have equal access to highly effective teachers (1.1.1)
- _____ 6. Treats staff fairly in monitoring the time and/or evaluation procedures to consistently improve the evaluation process, while utilizing teacher evaluation to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance (1.1.2)
- _____ 7. Frequently provides learning opportunities for staff aligned to professional needs based on student academic performance data and teacher evaluation results. These opportunities come in a variety of formats including highly effective teachers supporting their peers and allowing for time and resources dedicated to these opportunities (1.1.3).
- _____ 8. There is evidence that the administrator designs and implements succession plans for every position in the school, while encouraging and supporting teacher leadership and progression on career ladders. These plans include opportunities for emerging leaders to have authority to complete leadership tasks, while recognizing and celebrating such leaders. (1.1.4)
- _____ 9. Encourages and supports staff members in seeking out responsibility for tasks within the building while monitoring and supporting staff in his/her management of such responsibilities. (1.1.5)
- _____10. The administrator uses staff placement to support instruction by leveraging teacher effectiveness to further generate student success by assigning staff to professional learning communities that compliment individual strengths and minimize weaknesses in ways such that support school goals and maximize student achievement. (1.1.6)
- _____ 11. Addresses those teachers evaluated in the Improvement Necessary and/or Ineffective categories by working cooperatively with those teachers in developing remediation. (1.1.7)
- _____ 12. Tracks remediation plans and stays in frequent communication with teachers on improvement plans to ensure necessary support is occurring (1.1.7)
- _____ 13. Supports a school-wide instructional vision and/or mission by defining long, medium and short-term application of the mission/vision. (1.2.1)

_____ 14. Monitors and measures progress toward the mission/vision. The administrator will frequently revisit and discuss the vision/mission to ensure appropriateness and rigor. (1.2.1)

_____ 15. Classroom observations will be used to support student academic achievement through systems and schedules that allow all teachers to be frequently observed. Observations allows for feedback provided directly to the teachers and allows for an opportunity to give meaningful input. (1.2.2)

_____ **Total Score out of 45 points possible**

Evidence: (Classroom observation forms, building schedules, staff meeting agendas, professional development opportunities, multi-media communication forms, school data files)

Leadership Actions: Administrators are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the personal behavior that sets the tone for all student and adult relationships in the school; (2) building relationships to ensure all key stakeholders work effectively with one another; and (3) developing a school-wide culture of achievement aligned to the school's vision of success for every student. Scoring is a 3, 2, 1 or 0 for each question with 39 points possible

_____ 1. Modeling professional, ethical, and respectful behavior at all times, while expecting students and colleagues to display professional, ethical and respectful behavior at all times, as well. (2.1.1)

_____ 2. Articulates and communicates appropriate behavior to all stakeholders, while creating mechanisms, systems, and/or incentives to motivate staff/students/colleagues to do so. (2.1.1)

_____ 3. Establishes and monitors yearly, monthly, weekly and daily priorities and objectives by identifying and consistently prioritizing activities by placing the highest-emphasis on student achievement. (2.1.2)

_____ 4. Develops systems that actively solicit feedback and help from all key stakeholders. Acts upon feedback when appropriate to shape strategic priorities aligned to student achievement (2.1.3)

_____ 5. Consistently achieves and/or exceeds expected goals (as established with evaluator) by regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement. (2.1.4)

_____ 6. Takes risks to support student achievement that includes establishing potential partnerships with groups/organizations. (2.1.4)

_____ 7. Aligns and ensures a culture of urgency that is sustainable by leading a relentless pursuit of continued academic and behavioral improvement. Progress should be celebrated. (2.2.1)

_____ 8. Messaging and monitoring the impact of key concepts (school's goals, needs, plans, successes and failures) by interacting with a variety of stakeholders (students, families, community groups, central office, teacher associations, etc.) and utilizing a

variety of communications approaches (face-to-face conversations, newsletters, websites, presentations, etc.). (2.2.2)

_____ 9. Using and guiding others to utilize effective strategies to work toward consensus for change and improvement while monitoring the success of such strategies, revising strategies, and securing cooperation and/or building consensus from key stakeholders in implementing change and driving improvement. (2.2.3)

_____ 10. Benchmarking and setting clear, high performance expectations for staff and students that model high performing schools. This includes setting clear expectations (and creating systems and approaches to monitor such) regarding academic, behavioral practices across all classrooms which in turn encourage a culture in which community members, staff, and students are able to clearly

articulate school and personal academic goals. (2.3.1)

_____ 11. Creating ambitious academic goals and priorities that are accepted as fixed and immobile, which have systems to monitor and celebrate the progress towards achievements of such goals. (2.3.2)

_____ 12. Academic goals and priorities are clearly articulated with high expectations for all staff, including rules and procedures that maintain a safe and positive culture which reflect a demonstration of the values, beliefs, and attitudes that inspire staff and students to higher levels of achievement. (2.3.2)

_____ 13. Data will be used as a basis for informed decision-making by the administrator and staff which is transparent, communicated to all stakeholders, monitored to formulate action plans, and includes review of further areas for additional data. (2.3.3)

_____ **Total Score out of 39 points possible**

Evidence: (Logs or hard copies supporting items of interest to each question.)

Managerial Leadership: Administrators manage their fiscal resources and buildings with integrity and the best interest of students in mind. They focus their fiscal resources on student learning and ensure that their buildings provide the best learning atmosphere possible. Facilities are safe, well-maintained, and available to support student and community activities. Scoring is a 3, 2, 1 or 0 for each question with 6 points possible

_____ 1. Help develop, leverage, and prioritize resources to fully fund instructional initiatives necessary to achieve school goals and student outcomes while monitoring and meeting all fiscal, physical and personnel resources efficiently and effectively. (3.1.1)

_____ 2. Effectively supervises for the safe and effective operation and maintenance of school. (3.1.1)

_____ **Total Score out of 6 points possible**

Evidence: (Hard copies of examples)

Professionalism: Administrators display the highest degree of integrity, character, and ethics at all times. They are exemplary examples to both students and staff and are highly respected by

their staff and their communities. An atmosphere of trust and respect is evident in the interaction of staff and students. Scoring is a 3, 2, 1 or 0 for each question with 9 points possible

_____1. Conscientiously and routinely studies and maintains the school's compliance with local/state/national laws and district policies while ensuring that professional, ethical and respectful behavior is maintained at all times. (4.1.1)

_____2. Communicates and demonstrates mechanisms, systems, and/or incentives that establish the expectation of students and colleagues valuing diversity, encouraging an inclusive environment, and display of professional, ethical, and respectful behavior by staff and students at all times. (4.1.1)

_____3. Exhibits excellence in attendance, models punctuality for meetings, and establishes timelines/routines/mechanisms/procedures/policies for timely/methodical communication to staff and students of events, required meetings, building/district/state report completion, etc. (4.1.2)

_____ **Total Score out of 9 points possible**

Evidence: (Notes and logs.)

Mandatory Core of Professionalism: Principals are given one evaluation point through their ongoing professional core of performance necessary for success. These include the following mandatory areas: Attends school events as needed and expected; is cooperative with peers and supervisors; follows all rules, procedures, board policies and mandates set forth by the school corporation; and sets the example for his/her staff for timeliness and attendance.

_____ **One Point or No Points Awarded Possible**

Evidence: (None needed unless an area is deemed Improvement necessary to maintain his/her position.)

Part A Total Overall Score: _____ **(Out of a total 100 points possible)**

Part A Evaluation Summary Comments:

PART B EVALUATION FORM FOR PRINCIPALS AND ASSISTANT PRINCIPALS

A principal receives the same grade as his/her school but only after two years in the job.

Grade of A = 100 points = Highly Effective

Grade of B = 80 points = Effective

Grade of C = 60 points = Improvement Necessary

Grade of D = 40 points = Improvement Necessary

Grade of F = 20 points = Ineffective

Bonus points = 15 for Four Star School Status

Evidence: (None needed unless an area is deemed Improvement necessary to maintain his/her position.)

Part B Total Score: _____ (Out of a total 100 points possible)

Part B Evaluation Summary Comments:

Part A and Part B Total

Ineffective	Improvement Necessary	Effective	Highly Effective
Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate. Points 40 - 79	Performance typically exhibits strengths that impact students, staff, and school climate. Point 80 - 119	Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate. Points 120-159	Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate. Point 160-200

Total Points

Part A Total Score _____

Part B Total Score _____

Part A and B Total Score _____ (Out of a total 200 points possible)

Signatures

School Year _____

Date of Post Conference Evaluation Meeting _____

Evaluator's Signature

I acknowledge that I have reviewed and discussed this evaluation.

Administrator's Signature

(Administrator's signature does not automatically indicate agreement.)