**Name**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Location**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Year**\_\_\_\_\_\_\_\_\_\_ **Years in Present Assignment**\_\_\_\_\_\_\_\_

I. INSTRUCTIONAL LEADERSHIP

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CRITERIA: The TIL… | **EXCEEDS** PERFORMANCE EXPECATIONS | **MEETS**  PERFORMANCE EXPECTATIONS | **BELOW**  PERFORMANCE EXPECTATIONS | **DOES NOT MEET**  PERFORMANCE EXPECTATIONS |
| **A. Provides direction for the instruction** | Demonstrates exceptional ability in establishing and implementing goals and direction for instruction based on the district’s curriculum. | Consistently provides effective direction through needs assessment, goal identification and implementation strategies for instruction | Inconsistently provides effective direction for instruction. | Does not provide effective direction for instruction. |
| **B. Provides leadership for implementation of the curriculum** | Develops exceptional strategies in assessing curricular needs and is extremely proficient in working with staff to implement curricular initiatives | Consistently provides leadership for appropriate curriculum and supports curricular initiatives | Inconsistently provides leadership with regard to curricular initiatives | Does not provide leadership for implementation of the curriculum |
| **C. Effectively implements strategies oriented toward improvement of instruction** | Develops and utilizes exceptional strategies oriented toward improvement of instruction | Consistently implements strategies oriented toward improvement of instruction | Inconsistently implements strategies oriented toward improvement of instruction | Does not implement strategies oriented toward improvement of instruction |
| **D. Maintains and communicates high standards for expected performance** | Demonstrates superior ability to provide clear standards of expected performance | Consistently communicates standards of expected performance | Inconsistently communicates standards of expected performance | Does not communicate standards of expected performance |
| **E. Provides leadership for positive educational change** | Displays superior leadership qualities for positive educational change | Consistently provides leadership for positive educational change | Inconsistently provides leadership for positive educational change | Does not provide leadership for positive educational change |

***Instructional Leadership Comments:***

**II. MANAGEMENT RESPONSIBILITIES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CRITERIA: The TIL… | **EXCEEDS** PERFORMANCE EXPECATIONS | **MEETS** PERFORMANCE EXPECTATIONS | **BELOW** PERFORMANCE EXPECTATIONS | **DOES NOT MEET**  PERFORMANCE EXPECTATIONS |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A. Demonstrates the ability to work well with individuals and groups** | Continually works well with individuals and groups. | Consistently works well with individuals and groups. | Inconsistently works well with individuals and groups | Does not work well with individuals and groups |
| **B. Devotes time and energy effectively for all coaching responsibilities** | Demonstrates superior knowledge of effective coaching strategies | Consistently demonstrates knowledge of effective coaching strategies | Inconsistently demonstrates knowledge of effective coaching strategies | Does not demonstrate knowledge of effective coaching strategies |
| **C. Promotes and maintains a positive rapport with teachers** | Demonstrates knowledge of and utilizes a variety of methods to maintain a positive rapport with teachers | Consistently promotes and maintains a positive rapport with teachers | Inconsistently promotes and maintains a positive rapport with teachers | Does not promote and maintain a positive rapport with teachers |
| **D. Demonstrates effective communication skills** | Is extremely skillful in using a variety of communication methods and techniques | Consistently communicates effectively | Inconsistently communicates effectively | Does not communicate effectively |
| **E. Demonstrates effective problem-solving and decision making skills** | Displays evidence of superior problem solving and decision making skills | Consistently demonstrates problem solving and decision making skills | Inconsistently demonstrates problem solving and decision making skills | Does not demonstrate effective problem solving and decision making skills |
| **F. Demonstrates effective organizational skills** | Demonstrates superior ability in use of organizational skills | Consistently demonstrates effective organizational skills | Inconsistently demonstrates effective organizational skills | Does not demonstrate effective organizational skills |

***Management Responsibility Comments:***

**III. INTERPERSONAL RELATIONSHIPS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CRITERIA: The TIL…. | **EXCEEDS** PERFORMANCE EXPECATIONS | **MEETS** PERFORMANCE EXPECTATIONS | **BELOW** PERFORMANCE EXPECTATIONS | **DOES NOT MEET**  PERFORMANCE EXPECTATIONS |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A. Demonstrates positive interpersonal relationships with students** | Willingly provides extra efforts to meet the needs of students | Consistently demonstrates positive interpersonal relationship with students | Inconsistently demonstrates positive interpersonal relationship with students | Does not demonstrate positive interpersonal relationship with students |
| **B. Demonstrates positive interpersonal relationships with staff** | Provides leadership to promote good working relationships with staff | Consistently demonstrates positive interpersonal relationships with staff | Inconsistently demonstrates positive interpersonal relationships with staff | Does not demonstrate positive interpersonal relationships with staff |
| **C. Demonstrates positive interpersonal relationships with district administrators** | Initiates and fosters positive interpersonal working relationships with district administrators | Consistently demonstrates positive interpersonal relationships with district administrators | Inconsistently demonstrates positive interpersonal relationships with district administrators | Does not demonstrate positive interpersonal relationships with district administrators |
| **D. Demonstrates positive interpersonal relationships with parents and community** | Demonstrates active leadership to promote a beneficial working relationship with parents/community | Consistently demonstrates positive interpersonal relationships with parents/community | Inconsistently demonstrates positive interpersonal relationships with parents/community | Does not demonstrate positive interpersonal relationships with parents/community |

***Interpersonal Relationships Comments:***

**IV. PROFESSIONAL RESPONSIBILITIES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CRITERIA: The TIL… | **EXCEEDS** PERFORMANCE EXPECATIONS | **MEETS** PERFORMANCE EXPECTATIONS | **BELOW** PERFORMANCE EXPECTATIONS | **DOES NOT MEET**  PERFORMANCE EXPECTATIONS |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A. Supports and implements the policies and procedures of the district** | Demonstrates superior skills and leadership in the development and improvement of school and district regulations and policies | Consistently implements the policies and procedures of the district | Inconsistently implements the policies and procedures of the district | Does not implement the policies and procedures of the district |
| **B. Participates in professional growth activities** | Initiates professional growth activities; encourages staff to participate in professional growth activities | Frequently participates in professional growth activities | Occasionally participates in professional growth activities | Does not participate in professional growth activities |
| **C. Demonstrates a sense of professional responsibility** | Is self-motivated; assumes extra responsibilities voluntarily | Consistently fulfills directed school responsibilities | Inconsistently fulfills directed school responsibilities | Does not fulfill directed school responsibilities |

***Professional Responsibilities Comments:***

**TEACHER INSTRUCTIONAL SUPPORT LEADER’s COMMENTS:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Teacher Instructional Support Leader Signature and Date

**PRINCIPAL’S SUMMARY COMMENTS:**

**DISTRICT SUMMARY COMMENTS:**

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Evaluator’s Signature and Date