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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Principal Evaluation Summative Report** | | | | | | | | **Academic Year** | |  | -- |  |
| **Principal:** |  | | | |  | **Grade Level:** | |  | | | | |
| **Probationary Principal:** | |  | **Permanent Principal:** |  |  | **School:** |  | | | | | |
|  | | | | | | | | | | | | |
| **Standard 1: Vision, Mission and Goals** | | | | | | | | **\*\*Area of Concern** | **\*Growth Opportunity** | | **Meets Expectation** | |
| School has a vision, mission and goals that aligns to district priorities  Principal communicates and motivates others to achieve the vision, mission and goals  Staff, students and families are motivated to achieve the vision, mission and goals | | | | | | | |  |  | |  | |
| Standard 1 Comments: | | | | | | | | | | | | |
| **Standard 2: Teaching and Learning** | | | | | | | | **\*\*Area of Concern** | **\*Growth Opportunity** | | **Meets Expectation** | |
| Building procedures highlight effective practices, positive relationships and safety.  Principal promotes student achievement through effective practices and ongoing learning  Staff and Students experience high levels of learning | | | | | | | |  |  | |  | |
| Standard 2 Comments: | | | | | | | | | | | | |
| **Standard 3: Management of the Organizational Systems** | | | | | | | | **\*\*Area of Concern** | **\*Growth Opportunity** | | **Meets Expectation** | |
| Structures, procedures, resources and documentation support the managing of the school  Principal demonstrates skills consistent with a well-managed school  Effective management of the learning environment supports student learning | | | | | | | |  |  | |  | |
| Standard 3 Comments: | | | | | | | | | | | | |
| **Standard 4: Collaboration with Families and Stakeholders** | | | | | | | | **\*\*Area of Concern** | **\*Growth Opportunity** | | **Meets Expectation** | |
| Identifies and plans for the use of community resources to support learning  Principal is visible and actively involved in building community relationships and support  Family and community members are engaged in a positive relationship with the school | | | | | | | |  |  | |  | |
| Standard 4 Comments: | | | | | | | | | | | | |
| **Standard 5: Ethics and Integrity** | | | | | | | | **\*\*Area of Concern** | **\*Growth Opportunity** | | **Meets Expectation** | |
| School records and procedures are maintained in an ethical manner  Principal demonstrates respectful and ethical behavior  Teachers and staff demonstrate respectful and ethical behavior | | | | | | | |  |  | |  | |
| Standard 5 Comments: | | | | | | | | | | | | |
| **Standard 6: Professional Development** | | | | | | | | **\*\*Area of Concern** | **\*Growth Opportunity** | | **Meets Expectation** | |
| Maintains appropriate documentation of ongoing professional learning  Principal reviews and researches appropriate knowledge, skills and best practices  Application of professional learning impacts teachers, staff and students | | | | | | | |  |  | |  | |
| Standard 6 Comments: | | | | | | | | | | | | |

\*A “Growth Opportunity” rating on a standard results in a Growth Plan for that area.

\*\*An “Area of Concern” rating on a standard results in an Improvement Plan for that area.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Growth Opportunities** | | | | | | **Academic Year** |  | | -- | |  | |
|  | | | | | | | | | | | | |
| **Indicator and Rationale** | **Baseline**  **Assessment** | | | **Goal**  **(Target related to selected indicator)** | **Results**  **(Outcome of implemented strategies)** | | | **Follow-Up**  **Assessment** | | | | |
| #1 | **Emerging (0-2)** | | |  |  | | | **Emerging (0-2)** | | | | |
| 0 | 1 | 2 | 0 | | 1 | | 2 |
| **Developing (3-4)** | | | **Developing (3-4)** | | | | |
| 3 | 4 |  | 3 | | 4 | |  |
| **Proficient (5-6)** | | | **Proficient (5-6)** | | | | |
| 5 | 6 |  | 5 | | 6 | |  |
| **Distinguished (7)** | | | **Distinguished (7)** | | | | |
| 7 |  |  | 7 | |  | |  |
| #2 | **Emerging (0-2)** | | |  |  | | | **Emerging (0-2)** | | | | |
| 0 | 1 | 2 | 0 | | 1 | | 2 |
| **Developing (3-4)** | | | **Developing (3-4)** | | | | |
| 3 | 4 |  | 3 | | 4 | |  |
| **Proficient (5-6)** | | | **Proficient (5-6)** | | | | |
| 5 | 6 |  | 5 | | 6 | |  |
| **Distinguished (7)** | | | **Distinguished (7)** | | | | |
| 7 |  |  | 7 | |  | |  |
| #3 | **Emerging (0-2)** | | |  |  | | | **Emerging (0-2)** | | | | |
| 0 | 1 | 2 | 0 | | 1 | | 2 |
| **Developing (3-4)** | | | **Developing (3-4)** | | | | |
| 3 | 4 |  | 3 | | 4 | |  |
| **Proficient (5-6)** | | | **Proficient (5-6)** | | | | |
| 5 | 6 |  | 5 | | 6 | |  |
| **Distinguished (7)** | | | **Distinguished (7)** | | | | |
| 7 |  |  | 7 | |  | |  |

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| Overall Comments: | | | | | | | | | | | | | |
|  | |  |  | |  |  | | | | |  | |  |
| **Principal’s Signature** | |  | **Date** | |  | **Instructional Support Administrator’s Signature** | | | | |  | | **Date** |