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| End-of-Cycle Summative Evaluation Report: Principal/School Leader |  |

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| **Principal/School Leader:** |  |  |  |
| **Superintendent:** |  |  |  |
|  | **Name** | **Signature** | **Date** |

Step 1: Assess Progress Toward Goals (*Complete page 3 first; check one for each set of goal[s].*)

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| Professional Practice Goal(s) | Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |
| Student Learning Goal(s) | Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |
| School Improvement Goal(s) | Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |

Step 2: Assess Performance on Standards (*Complete pages 4–7 first; then check one box for each Standard.*)

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| **Unsatisfactory** = Performance on a standard or overall has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.  **Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.  **Proficient** = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**  **Exemplary** = A rating of Exemplary indicates that practice significantly exceeds Proficient and could serve as a model of practice. | | Unsatisfactory | Needs Improvement | Proficient | Exemplary | |
| Standard I: Instructional Leadership | |  |  |  |  | |
| Standard II: Management and Operations | |  |  |  |  | |
| Standard III: Family and Community Engagement | |  |  |  |  | |
| Standard IV: Professional Culture | |  |  |  |  | |
| End-of-Cycle Summative Evaluation Report: Principal/School Leader | |  | | | | |

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

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| Unsatisfactory | Needs Improvement | Proficient | Exemplary |

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

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| **Comments:** |

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| Principal/School Leader’s Performance Goals |  |

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| Principals/School Leaders must identify at least one student learning goal, one professional practice goal, and two to four school improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership. | | | Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |
| **Goals** | **Focus Indicator(s)** | **Description** |
| **Student Learning Goal** |  |  |  |  |  |  |  |
| **Professional Practice Goal** |  |  |  |  |  |  |  |
| **School Improvement Goal 1** |  |  |  |  |  |  |  |
| **School Improvement Goal 2** |  |  |  |  |  |  |  |
| **School Improvement Goal 3** |  |  |  |  |  |  |  |
| **School Improvement Goal 4** |  |  |  |  |  |  |  |

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| **Standards and Indicators for Effective Administrative Leadership** | | | | | |
| **I. Instructional Leadership** | **II. Management & Operations** | **III. Family & Community Engagement** | **IV. Professional Culture** | | |
| I-A. Curriculum  I-B. Instruction  I-C. Assessment and Data-Informed Decision-making  I-D. Evaluation  I-E. Student Learning | II-A. Environment  II-B. HR Management and Development  II-C. Scheduling & Management Information Systems  II-D. Law, Ethics and Policies  II-E. Fiscal Systems | III-A. Communication  III-B. Engagement  III-C. Sharing Responsibility  III-D. Family Concerns | IV-A. Shared Vision and Commitment to High Standards  IV-B. Communications  IV-C. Continuous Learning  IV-E. Managing Conflict | | |
| Performance Rating for Standard I: Instructional Leadership | | | |  |



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| Check one box for each Indicator and indicate the overall Standard rating below.  (\*Focus Indicators are those aligned to administrator’s goal(s).) | U | NI | P | E |
| **I-A. Curriculum**   * Focus Indicator (check if yes) |  |  |  |  |
| **I-B. Instruction**   * Focus Indicator (check if yes) |  |  |  |  |
| **I-C. Assessment and Data-Informed Decision Making**   * Focus Indicator (check if yes) |  |  |  |  |
| **I-D. Evaluation**   * Focus Indicator (check if yes) |  |  |  |  |
| **I-E. Student Learning**   * Focus Indicator (check if yes) | The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard. | | | |
| **OVERALL Rating for Standard I: Instructional Leadership**  The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling. |  |  |  |  |
| **Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):** | | | | |

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| Performance Rating for Standard II: Management & Operations | | |  | | |
| Check one box for each Indicator and indicate the overall Standard rating below.  (\*Focus Indicators are those aligned to administrator’s goal(s).) | U | NI | | P | E |
| **II-A. Environment**   * Focus Indicator (check if yes) |  |  | |  |  |
| **II-B. Human Resources Management and Development**   * Focus Indicator (check if yes) |  |  | |  |  |
| **II-C. Scheduling and Management Information Systems**   * Focus Indicator (check if yes) |  |  | |  |  |
| **II-D. Law, Ethics, and Policies**   * Focus Indicator (check if yes) |  |  | |  |  |
| **II-E. Fiscal Systems**   * Focus Indicator (check if yes) |  |  | |  |  |
| **OVERALL Rating for Standard II: Management & Operations**  The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling. |  |  | |  |  |
| **Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):** | | | | | |

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| Performance Rating for Standard III: Family and Community Engagement |  |

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| Check one box for each Indicator and indicate the overall Standard rating below.  (\*Focus Indicators are those aligned to administrator’s goal(s).) | U | NI | P | E |
| **III-A. Communication**   * Focus Indicator (check if yes) |  |  |  |  |
| **III-B. Engagement**   * Focus Indicator (check if yes) |  |  |  |  |
| **III-C. Sharing Responsibility**   * Focus Indicator (check if yes) |  |  |  |  |
| **III-D. Family Concerns**   * Focus Indicator (check if yes) |  |  |  |  |
| **OVERALL Rating for Standard III: Family & Community Engagement**  The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools. |  |  |  |  |
| **Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):** | | | | |

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| Performance Rating for Standard IV: Professional Culture |  |

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| Check one box for each Indicator and indicate the overall Standard rating below.  (\*Focus Indicators are those aligned to administrator’s goal(s).) | U | | NI | | P | | E | |
| **IV-A. Shared Vision and Commitment to High Standards**   * Focus Indicator (check if yes) |  | |  | |  | |  | |
| **IV-B. Communication**s   * Focus Indicator (check if yes) |  | |  | |  | |  | |
| **IV-C. Continuous Learning**   * Focus Indicator (check if yes) |  | |  | |  | |  | |
| **IV-D. Managing Conflict**   * Focus Indicator (check if yes) |  | |  | |  | |  | |
| **OVERALL Rating for Standard IV: Professional Culture**  The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff. | |  | |  | |  | |  |
| **Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):** | | | | | | | | |