



2025-2026 Principal Reflections and Appraisal:

Appraisee:

Appraiser:

Date:

Part I: 2024-2025 Reflections

The Appraisee is to complete Part I prior to July 30. The Appraiser will complete Part II and schedule a review meeting with the Appraisee upon completion of the evaluation.

1. What are some of the successes you are most proud of in your work this past year that led to personal/professional improvement as well as improvement in your department?

Appraisee:

Appraiser:

2. How have some of these achievements/achieved goals led to new goals or objectives you are setting for this year? What are some of the factors that have enabled you to experience this growth?

Appraisee:

Appraiser:

3. How could you and I have worked better together this past year so that you and our district could have experienced even greater success?

Appraisee:

Appraiser:

4. How could we (district-wide departments and you) have worked better together this past year so that you and our district could have experienced even greater success?

Appraisee:

Appraiser:

5. Regarding your work this past year, what specific feedback from me would be the most helpful for you?

Appraisee:

Appraiser:

Goals and Objectives

Please list 2 or 3 professional and/or personal goals for the next appraisal cycle (10-12 months):

- *Goal 1*
- *Goal 2*

What are some of the supports that I can provide—directly or indirectly—to help you achieve any or all of these goals?

2025-2026

Principal Reflections and Appraisal:

Appraisee:

Appraiser: Jason Johnston

Date:

Part II: Principal Appraisal: Exemplifying the Core Principles

The Appraisee is to complete Part II between January 15 and February 15. The Appraiser will complete Part II and schedule a review meeting with the Appraisee upon completion of the evaluation.

Community		
Definition <ul style="list-style-type: none"> <i>Honors traditions and history while building and valuing new relationships.</i> 	Examples: <ul style="list-style-type: none"> <i>Celebrates student and staff achievements.</i> <i>Builds a supportive environment within the school community.</i> <i>Unites stakeholders (e.g., parents, community members, businesses).</i> 	Indicators to Evaluate: <ul style="list-style-type: none"> <i>Evidence of stakeholder engagement (e.g., events, meetings, partnerships).</i> <i>Survey results on school culture and community involvement.</i> <i>Staff and parent feedback on communication and inclusiveness.</i>
Appraisee Evidence/Comments:		

Rating:

Distinguished Exceeds Expectations Proficient Developing Needs Improvement

***Appraiser Feedback
Comments:***

Rating:

Distinguished Exceeds Expectations Proficient Developing Needs Improvement

Excellence

Definition

- ***Sets high expectations and fosters success in everything.***

Examples:

- ***Champions what's best for students to succeed.***
- ***Encourages professional growth with a focus on a growth mindset.***
- ***Streamlines processes for efficient operations.***

Indicators to Evaluate:

- ***Achievement of student performance goals (academic, extracurricular).***
- ***Staff professional development outcomes.***
- ***Implementation of process improvements across the campus.***

Appraisee Evidence/Comments:

Rating:

<i>Distinguished Exceeds Expectations Proficient Developing Needs Improvement</i>		
Appraiser Feedback Comments:		
Rating:		
<i>Distinguished Exceeds Expectations Proficient Developing Needs Improvement</i>		
<h2>Innovation</h2>		
Definition <ul style="list-style-type: none"> • <i>Provides opportunities for all to develop and use their skills to reach their potential.</i> 	Examples: <ul style="list-style-type: none"> • <i>Fosters forward-thinking and creativity.</i> • <i>Offers a variety of tools and resources for learning.</i> • <i>Creates clear paths to success for students and staff.</i> 	Indicators to Evaluate: <ul style="list-style-type: none"> • <i>Introduction and use of innovative programs or initiatives.</i> • <i>Access to and utilization of learning resources.</i> • <i>Evidence of creative problem-solving among staff and students.</i>
Appraisee Evidence/Comments:		
Rating:		
<i>Distinguished Exceeds Expectations Proficient Developing Needs Improvement</i>		

**Appraiser Feedback
Comments:**

Rating:

Distinguished Exceeds Expectations Proficient Developing Needs Improvement

Leadership

Definition

- *Cultivates positive relationships that inspire others.*

Examples:

- *Develops servant leaders at all levels.*
- *Encourages shared leadership and collaboration.*
- *Communicates transparently and effectively with all stakeholders.*

Indicators to Evaluate:

- *Evidence of distributed leadership within the school.*
- *Quality of collaboration among teams.*
- *Stakeholder feedback on communication and leadership transparency.*

Appraisee Evidence/Comments:

Rating:

Distinguished Exceeds Expectations Proficient Developing Needs Improvement

**Appraiser Feedback
Comments:**

Performance Level Descriptors for Principal Evaluation

Performance Level	Definition
Distinguished	Represents an exceptional level of performance with profound, measurable impact at both the campus and district levels. Practices are exemplary, serving as a model for other principals and leaders across the system.
Accomplished	Demonstrates a high level of competence and consistency, with performance that clearly exceeds expectations. Practices are applied with precision and automaticity, often leading to improved outcomes across multiple domains. Reflects a deep understanding and strong execution of the standard.
Proficient	Demonstrates expected competence in both practices and performance. Meets the standard with consistency and professionalism, aligning with district expectations. Reflects solid, reliable execution of the core principle in day-to-day leadership.
Developing	Demonstrates partial or emerging competence in applying the standard. Inconsistent execution or understanding requires direct oversight, coaching, and support. Growth is evident but further development is needed to meet proficiency.
Needs Improvement	Demonstrates limited competence with practices and performance falling below the standard. Misalignment or inconsistency negatively impacts outcomes or climate. Requires immediate attention and focused support to address deficiencies.