

Principal Evaluation Plan
Pana Community Unit School District #8

Name: _____

Job Title School Principal _____

School

Term: 2018-2019 _____

Evaluator Mr. Jason Bauer _____

Date: _____

The District's principal evaluation plan considers the principal's specific duties and responsibilities (see attached job description), management as a building manager and overall competence as a principal. The evaluation plan considers the principal's strengths and weaknesses with supporting reasons.

For principals with performance-based contracts, the evaluation plan will consider performance goals developed pursuant to *Sections 10-23.8a and 34-8.1 of the Illinois School Code in the principal's final summative rating.*

District Superintendent, Mr. Jason Bauer, will evaluate all building principals. Superintendent Bauer holds a current and valid superintendent endorsement issued under the School Code and has completed the prequalification process and any retraining as applicable, required under the School Code and the Section 23 of the Illinois Administrative Code. The Assistant Principal/Dean of Students will be evaluated by the building principal. Principals evaluating Assistant Principal(s)/Dean of Students positions are also required to complete the prequalification process and any retraining, as applicable, required under the School Code and the Section 23 of the Illinois Administrative Code.

The Evaluation Process

Evaluation Notice:

At the start of the school term(i.e., the first day students are required to be in attendance), the District will provide written notice (either electronic or paper) to each principal that a performance evaluation will be conducted. In the event the principal is hired or assigned to the position after the start of the school term, the District will provide this written notice to the principal no later than 30 days after the contract is signed or the assignment is made. This written notice shall include the following information:

- 1) a copy of the rubric to be used to rate student growth and professional practice of the principal; and
- 2) a summary of the manner in which student growth and professional practice measures to be used in the evaluation relate to the performance evaluation ratings of "excellent, " "proficient, " "needs improvement," and "unsatisfactory."

¹ The District's Evaluation Plan applies to the District's Principals and Assistant Principal.

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Pre-Evaluation Conference

On or before October 1 of each year, the evaluator and the principal will meet and establish the following for the evaluation:

- 1) Professional Growth Goals: These professional growth goals will be based on the results of the performance evaluation conducted for the principal in the previous school year, if any. In the event that the evaluator and the principal fail to agree by October 1 on professional growth goals to be included in the evaluation, the evaluator will determine the goals to be considered; and,
- 2) Student Growth Measurement: The growth measurement models and targets to be used in the evaluation will be set by the evaluator and the principal. In the event that the evaluator and principal fail to agree by October 1 on the student growth measures and targets to be included, then the evaluator will determine the goals to be considered.

Formal and Informal Observations:

From October 1 to February 28 of the school year, the evaluator will conduct formal and informal observations of the principal. During this time period, the evaluator will conduct a minimum of two formal observations of the Principal. For purposes of this plan, "formal observation" means a specific window of time that is scheduled with the principal for the qualified evaluator, at any point during that window of time, to directly observe professional practices in the school. The two formal observations must be conducted at the school in which the principal is employed. During the formal observations, the evaluator must observe practices and may directly observe the principal's interactions and activities during his or her work day.

Each formal observation must be scheduled in advance and shall include at least one objective for the observation. Examples of objectives include reviewing classrooms and observing leadership in team meetings.

The evaluator must provide feedback from the formal observations in writing (electronic or paper) to the principal with ten (10) working days after the observation was conducted. Also, with this same ten (10) working day period, the evaluator must share with the principal any other evidence and information received by the evaluator that may have a negative impact on the evaluator's rating of the principal. "Principal work day" is defined as any day in which the principal is contractually obligated to work regardless of whether students are present.

The evaluator may perform as many informal observations of the principal as deemed necessary by the evaluator. For purposes of this plan, "informal observation" means observations of a principal by the evaluator that are not announced in advance of the observation and not subject to a minimum time requirement. Evidence gathered during informal observations may be considered in determining the performance evaluation rating of the principal, provided it is documented in writing.

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Principal Self- Assessment

No later than February 1 of each year, the principal shall complete a self assessment that is aligned to the rubric used to evaluate professional practice (Component 1). The self-assessment shall be used as one input in determining a principal's practice rating. The Self-Assessment must be completed and turned over to the evaluator no later than February 1.

Post-Evaluation Conference:

Evaluation of the principal will take place annually and shall be completed by March 1 of each year. All collection of data and information on student growth and observations must be completed by March 1.

Once the performance evaluation is completed, the evaluator will meet with the principal to inform the principal of the rating given for the student growth and professional practice components of the evaluation and of the final performance evaluation rating received, and discuss the evidence used in making these determinations. The evaluator will discuss the strengths demonstrated by the principal and identify specific areas of growth.

Upon completion of the annual evaluation, the evaluator and principal should sign and date it, and a copy of the evaluation placed in the principal's personnel file and a copy given to the principal.

Components of the Evaluation

Component I: Student Growth Component

The District's principal evaluation plan provides for the use of data and indicators on student growth as a significant factor in rating a principal's performance. Student growth will represent twenty-five (25) percent of a principal's performance evaluation rating for the 2012-2013 and 2013-2014 school years. Thereafter, student growth will represent at least thirty (30) percent of the rating assigned to a principal.

The following ratings will apply to the student growth component. Each rating category will have a numeric value for the purpose of combining with the Professional Practice Standards rating and to then compute the overall summative rating of the evaluation.

Excellent (4.00)

Reaches or exceeds the target for a majority of the student growth measures; meets all baseline targets.

Proficient (3.00)

Meets or exceeds the target for a majority of the student measures; does not have negative growth on any measures.

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Needs Improvement (2.00)

Meets only 1 or 2 student growth targets; has no more than one measure with negative growth.

Unsatisfactory (1.00)

Does not meet any student growth targets; demonstrates negative growth on one or more measures.

No later than October 1 of each school year, the evaluator will inform the principal of the assessments and, for the assessments identified, the measurement models and targets to be used. The evaluator will specify the weights of each assessment and target to be used.

The evaluator will identify at least two assessments, either from Type I or Type II, which are able to provide data that meet the definition of student growth. For purposes of this plan, the following definitions will apply:

"Student Growth" means a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.

- Individual assessment results of any student shall be included in the student growth measurement model, provided that the student has been enrolled in the school for a period of time sufficient for him or her to have results from at least two points in time on a comparable assessment.
- The results from the most recent administration of a selected assessment will be used as the ending point at which the level of student growth is calculated.

"Assessment" means any instrument that measures a student's acquisition of specific knowledge and skills.

"Type I Assessment" means a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association, Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS (i.e., Educational Planning and Assessment System.)

"Type II Assessment" means any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject areas. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.

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Component II: Professional Practice Component:

Consideration of the professional practice of the principal comprises seventy (70) percent of the principal's performance evaluation rating for purposes of the District's principal evaluation plan. The Professional Practice component of the plan includes the following elements:

1. The rubric used to evaluate the professional practice of a principal aligns to the Illinois Standards for Principal Evaluation.
2. The rubric states the indicators for each standard and provides a clear description of at least four performance levels to be considered for each indicator.
3. For each standard, the principal's strengths and weaknesses are identified by the evaluator with supporting reasons.

The Professional Practice Standards are as follows:

- Standard I - Living a Mission and Vision Focused on Results
- Standard II - Leading and Managing Systems Change
- Standard III - Improving Teaching and Learning
- Standard IV - Building and Maintaining Collaborative Relationships
- Standard V - Leading with Integrity and Professionalism
- Standard VI - Creating and Sustaining a Culture of High Expectations.

The following ratings will apply to Professional Practice Standards and the final summative rating of the principal's performance. *(Each rating category will have a numeric value for the purpose of computing an overall standard rating and the summative rating.)*

Excellent (4.00)

Consistently performs at a high level.

Proficient (3.00)

Performs in a capable manner.

Needs Improvement (2.00)

Performs in an often inconsistent and/or unacceptable manner.

Unsatisfactory (1.00)

Performs regularly in an inconsistent and/or unacceptable manner.

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Summative Rating

The final summative Rating will be determined based on Ratings for each component of the Professional Practice Standards (Excellent, Proficient, Needs Improvement, Unsatisfactory), an overall rating of the Professional Practice Standards, a rating for student growth (Excellent, Proficient, Needs Improvement, Unsatisfactory), and input from the self assessment, informal observations, and and the obtainment of professional growth goals.

The final summative rating of the principal will be calculated by 75% on the Principal Practice Standards rating (2012-2013 and 2013-2014 only, thereafter 70%) and 25% on the Student Growth rating (2012-2013 and 2013-2014 only, thereafter 30%).

A final summative rating will be assigned as calculated by the weighting as illustrated above.

- Excellent 3.25 - 4.00
- Proficient 2.75 - 3.24
- Needs Improvement 2.00 - 2.74
- Unsatisfactory 0.00 - 1.99

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I. Student Growth
(Component I)

Date of Pre-Evaluation Conference:

Parties Present for Pre-Evaluation Conference:

Was a copy of the Student Growth Rubric Presented to the principal at the Pre-Evaluation Conference?

Were the evaluator and the principal able to agree to student growth goals for the evaluation period?

Student Growth Goals for the Evaluation Period

Student Growth Measures Goals Data (Results):

Student Growth Rating Scale:

Excellent (4.00): Reaches or exceeds the target for a majority of the student growth measures; meets all baseline targets.

Proficient (3.00): Meets or exceeds the target for a majority of the student measures; does not have negative growth on any measures.

Needs Improvement (2.00): Meets only 1 or 2 student growth targets; has no more than one measure with negative growth.

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Unsatisfactory (1.00): Does not meet any student growth targets; demonstrates negative growth on or more measures.

Principal's Student Growth Numeric Rating:

Weight of Student Growth Rating (%)

**II. Professional Practice Standards
(Component II)**

Pre-Evaluation Conference

Date of Pre-Evaluation Conference: _____

Parties Present for Pre-Evaluation Conference:

Was a copy of the Professional Standards Rubric presented to the principal at the Pre-Evaluation Conference?

Were the evaluator and the principal able to agree on professional growth goals for the evaluation period?

If yes, the following are the professional growth goals for the principal for the evaluation period:

At this Pre-Evaluation Conference, did the evaluator inform the principal how evidence of professional practice collected would be used to determine a professional practice rating?

Is the principal employed pursuant to a performance-based contract?

If yes, have the performance goals included in the contract been considered by the evaluator when considering the principal's rating in Component II of the evaluation?

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Self-Assessment

Did the principal prepare a Self-Assessment based upon the Professional Standards Rubric presented to the principal at the Pre-Evaluation Conference?

Date the Self-Assessment was turned into the evaluator? _____

Principal's Specific Duties

Is a copy of the principal's job description attached to the principal evaluation plan?

Does the job description accurately reflect the principal's specific duties and responsibilities at the district?

Has the evaluator considered the principal's specific duties and responsibilities as outlined in the attached job description when preparing Component II of the evaluation plan?

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Formal Observations of the Principal

First Formal Observations:

Date of First Formal Observation: _____

Date First Formal Observation was Scheduled: _____

Objectives for First Formal Observation:

Date Written Feedback was given to the principal from the First Formal Observation:

Second Formal Observation:

Date of Second Formal Observation: _____

Date Second Formal Observation was Scheduled: _____

Objectives for Second Formal Observation:

Date Written Feedback was given to the principal from the Second Formal Observation:

Informal Observations

Has evidenced gathered during informal observations of the principal been considered by the evaluator in determining the principal's performance rating?

If yes, has this evidence been documented in writing?

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Component II Rubric for Professional Practice Standards

The Professional Practice Standards are as Follows:

-
- * STANDARD I - Living a Mission and Vision Focused on Results
 - * STANDARD II - Leading and Managing Systems Change
 - * STANDARD III - Improving Teaching and Learning
 - * STANDARD IV - Building and Maintaining Collaborative Relationships
 - * STANDARD V - Leading with Integrity and Professionalism
 - * STANDARD VI - Creating and Sustaining a Culture of High Expectations

The following ratings will apply to Professional Practice Standards (*Each rating category will have a numeric value for the purpose of computing an overall standard rating and the summative rating*):

- Excellent (4.00):** Consistently performs at a high level.
- Proficient (3.00):** Performs in a capable manner.
- Needs Improvement (2.00):** Performs in an often inconsistent and/or unacceptable manner.
- Unsatisfactory (1.00):** Performs regularly in an inconsistent and/or unacceptable manner
-

Standard #1:

Living a Mission, Vision and Beliefs for Results

The principal works with the staff and community to build a shared mission, vision, and beliefs of high expectations that ensures all students are on the same path to college and career readiness and holds staff accountable for results.

Indicator a: Coordinates efforts to create and implement a vision for the school and defines results and goals that align to the overall school vision.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

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Identify the Principal's Strengths and Weaknesses:

Indicator b: Ensures that the school's identity, vision, and mission drive school decisions.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

Identify the Principal's Strengths and Weaknesses:

Indicator c: Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

Pana C.U.S.D. #8 Principal Evaluation Plan

Identify the Principal's Strengths and Weaknesses:

Overall Standard I Rating:

Identified Areas of Needed Improvement in Standard I:

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**Standard II:
Leading and Managing Systems Change**

The principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities.

Indicator a: Develops, implements, and monitors the outcomes of the school improvement plan and school-wide student achievement of school and district improvement priorities.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

Identify the Principal's Strengths and Weaknesses:

Indicator b: Creates a safe, clean, and orderly learning environment.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

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Identify the Principal's Strengths and Weaknesses:

Indicator c: Collaborates with staff to allocate personnel, time, materials, and adult learning resources appropriately to achieve school improvement plan targets.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

Identify the Principal's Strengths and Weaknesses:

OVERALL STANDARD II RATING

Identified Areas of Needed Improvement in Standard II:

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**Standard III:
Improving Teaching and Learning**

The principal works with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students.

Indicator a: Works with staff to develop a consistent framework for effective teaching and learning that is refined continuously to improve instruction for all students.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

Identify the Principal's Strengths and Weaknesses:

Indicator b: Creates a continuous improvement cycle that uses the multiple forms of data and student work samples to support individual, team, and school-wide improvement goals; identifies and addresses areas of improvement; and celebrates successes.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

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Identify the Principal's Strengths and Weaknesses:

Indicator c: Implements student interventions that differentiate instruction based on students needs.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

Identify the Principal's Strengths and Weaknesses:

Indicator d: Selects and retains teachers with the expertise to deliver instruction that maximizes student learning.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

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Identify the Principal's Strengths and Weaknesses:

Indicator e: Evaluates the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations providing timely feedback on instruction, preparation, and classroom environment as part of the district's teacher appraisal system.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

Identify the Principal's Strengths and Weaknesses:

Indicator f: Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

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Identify the Principal's Strengths and Weaknesses:

Indicator g: Develops systems and structures for staff professional development and sharing of effective practices, including providing and protecting staff time allotted for development.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

Identify the Principal's Strengths and Weaknesses:

OVERALL STANDARD III RATING

Identified Areas of Needed Improvement in Standard III:

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Standard IV
Building and Maintaining Collaborative Relationships

The principal creates a collaborative school community in which the school staff, families, and community interact regularly and share ownership for the success of the school.

Indicator a: Creates, develops, and sustains relationships that result in active student engagement in the learning process.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

Identify the Principal's Strengths and Weaknesses:

Indicator b: Utilizes meaningful feedback of students, staff, families, and community in the evaluation of instructional programs and policies.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

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Identify the Principal's Strengths and Weaknesses:

Indicator c: Proactively engages families and communities in supporting their children's learning and the school's learning goals.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

Identify the Principal's Strengths and Weaknesses:

Indicator d: Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

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Identify the Principal's Strengths and Weaknesses:

OVERALL STANDARD IV RATING

Identified Areas of Needed Improvement in Standard IV:

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Standard V
Leading with Integrity and Professionalism

The principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.

Indicator a: Treats all people fairly, equitably, and with dignity and respect.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

Identify the Principal's Strengths and Weaknesses:

Indicator b: Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

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Identify the Principal's Strengths and Weaknesses:

Indicator c: Creates and supports a climate that values, accepts, and understands diversity in culture and point of view.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

Identify the Principal's Strengths and Weaknesses:

OVERALL STANDARD V RATING

Identified Areas of Needed Improvement in Standard V:

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Standard VI
Creating and Sustaining a Culture of High Expectations

The principal works with staff and the community to build a culture of high expectations and aspirations for every student by setting clear, staff and student expectations for positive learning behaviors and by focusing on students' social and emotional learning.

Indicator a: Builds a culture of high aspirations and achievement for every student.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

Identify the Principal's Strengths and Weaknesses:

Indicator b: Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

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Identify the Principal's Strengths and Weaknesses:

Indicator c: Leads a school culture and environment that successfully develops the full range of students' learning capacities - academic, creative, social and emotional, behavioral, and physical.

Rating	Points	Description
Excellent	4.00	Consistently performs at a high level.
Proficient	3.00	Performs in a capable manner.
Needs Improvement	2.00	Performs in an often inconsistent and/or unacceptable manner
Unsatisfactory	1.00	Performs regularly in an inconsistent and/or unacceptable manner

Rating:

Identify the Principal's Strengths and Weaknesses:

OVERALL STANDARD VI RATING

Identified Areas of Needed Improvement in Standard VI:

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Ratings Overview

- STANDARD I - Living a Mission and Vision Focused on Results
- STANDARD II - Leading and Managing Systems Change
- STANDARD III - Improving Teaching and Learning
- STANDARD IV - Building and Maintaining Collaborative Relationships
- STANDARD V - Leading with Integrity and Professionalism
- STANDARD VI - Creating and Sustaining a Culture of High Expectations

STANDARDS RATING AVERAGE

Professional Practices Weight (%) 70

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III. Summative Rating

STANDARDS RATING (weighted at 70 percent)	<u>0.00</u>
STUDENT GROWTH RATING (weighted at 30 percent)	<u>0.00</u>
NUMERIC AVERAGE	<u>0.00</u>
FINAL SUMMATIVE RATING	<u>Proficient</u>

- Unsatisfactory 0.00 - 1.99
- Needs Improvement 2.00 - 2.74
- Proficient 2.75 - 3.24
- Excellent 3.25 - 4.00

Previous Evaluation Professional Practice Goals and Progress:

Previous Evaluation Professional Practice Goals and Progress:

Professional Practice and Student Growth Goals for Next Contract Year

Date of Post-Evaluation Conference: _____

Signature of Principal: _____ Date: _____

Signature of Evaluator: _____ Date: _____